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Course Profile

Presentation and Speaking Skills

Grade 11
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• *for teachers by teachers*

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Catholic School Board Writing Team – Grade 11 Presentation and Speaking Skills
Lead Board - Dufferin-Peel Catholic District School Board
Denise Panunte, Project Manager

Course Profile Writing Team
Adrian Flynn, Dufferin-Peel Catholic District School Board (Lead Writer)
John Formoso, Toronto Catholic District School Board
Donna Porter, Dufferin-Peel Catholic District School Board

Internal Review Team
Rosaria Kalino, Dufferin-Peel Catholic District School Board
Carmen Leith, Dufferin-Peel Catholic District School Board
Denise Panunte, Dufferin-Peel Catholic District School Board

Public District School Board Writing Team – Grade 11 Presentation and Speaking Skills
Lead Board - Kawartha Pine Ridge District School Board
Fiona White, Project Manager

Course Profile Writing Team
Laura Doucette, Lead Writer, Kawartha Pine Ridge District School Board
Dee Hutchison, Kawartha Pine Ridge District School Board
Tracy Armstrong, Kawartha Pine Ridge District School Board

Internal Review Team
Linda May Bell, English Language Arts Network
Angela Ferguson, Hastings Prince Edward District School Board
Jeannie Wilson, Simcoe County District School Board
Elaine Trotter, Kawartha Pine Ridge District School Board

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Course Overview
Presentation and Speaking Skills, Grade 11, Open, EPS30

Secondary Policy Document: *The Ontario Curriculum, Grades 11 and 12, English, 2000*

Course Description

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, interviews, and multimedia presentations. Students research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

How This Course Supports the Ontario Catholic School Graduate Expectations

The goal of Catholic Education is to blend the gradual development of academic skills such as reading, writing, critical thinking, and verbal communication with a common Christian belief system involved in building a faith community; and to aid the student in their personal development spiritually, emotionally, and physically. Effective communication is a skill that must be developed through a student's comfort with his/her own identity and be combined with the discovery of his/her inner strength. This combination enhances not only the student's belief in his/herself, but aids the student in sharing their thoughts, feelings, and facts in an effective manner. The Grade 11 English: Speaking and Presentation Skills Curriculum provides the student a foundation to develop and deliver an effective verbal communication method honestly and with sensitivity toward others in keeping with the Catholic Graduate Expectations.

Course Notes

Nature of the Course

This course is unlike any currently offered in Ontario. It draws students from all levels and all subject backgrounds. This course is appropriate for all destinations, and all assignments can be adapted to suit all students.

The units and activities outlined in this profile have been designed to bring success to students who bring a range of skills, prior knowledge, and interests to the course. Students develop confidence and speaking skills which will be of relevance to their future endeavours. The units were planned to develop a sequence of skills over the course but were grouped to provide a context for which presentation and speaking skills are used. Within each unit, expectations have been grouped in clusters to provide a focus for skill development. Key expectations have been asterisked to provide the focus for the activities.

- This course will especially benefit students who may struggle with reading and writing, but excel at speaking and ESL students who wish to improve their oral English skills. It is practical in nature and should not replicate or duplicate activities in the regular compulsory English courses, though it will complement them.
- This course can be offered as a half credit and could be integrated or packaged with other courses including Grade 11 Literacy Skills (ELS3O) and cooperative education credits. As described on p. 5 of *The Ontario Curriculum, Grades, 11 and 12, English* two half-credit courses can be created which together cover the expectations for the course. For the first half, a modified version of Units 1and 5 could be combined with either Unit 2, 3, or 4 to make 55 hours which would cover all strands, at least half of the expectations, and include a culminating task.

- Due to the oral nature of this course, it is crucial that students feel comfortable and develop confidence around their peers. Groupings must lead to success and the teacher must consider the structure and atmosphere of groups: balancing students with varying abilities and strengths and encouraging a safe, positive classroom environment.
- Students are able to develop their oral and listening skills because this course is meant to focus on speaking, rather than writing. Conversely, students who are competent readers and writers may need to develop their oral skills.
- Students experience authentic and realistic activities throughout this course. Culminating activities create links that allow students to interact with the school community and the greater community. Students enhance many oral skills used both in the workplace and in other postsecondary destinations.

Planning for Student Learning Opportunities

- All students must be given opportunities to develop and demonstrate appropriate behaviour within the classroom and in the community. Responsible actions should be encouraged as students interact with children, peers, teachers, principals, community members, and guest speakers.
- Consideration must be given to the facilities available for the delivery of this course. Logistics of the classroom must be considered for ease of presentation. Access to technology would be beneficial, but it is not essential. A teacher may choose to use additional space and resources in the school.
- While the majority of class time is spent in the classroom, a field trip that is tightly linked to the expectations is planned as a culminating activity.

Units: Titles and Time

* Unit 1	Speaking for Yourself	25 hours
Unit 2	Speaking for the Classroom	25 hours
Unit 3	Speaking for the Workplace	25 hours
* Unit 4	Speaking for the Community	25 hours
Unit 5	Culminating Unit: Speaking for Different Audiences	10 hours

* These units are fully developed in this Course Profile.

Unit Overviews

Unit 1: Speaking for Yourself

Time: 25 hours

Unit Description

In keeping with the nature of this course, the introductory unit focuses on the importance and value of speaking effectively. Students are introduced to the role speech plays in shaping their own lives and in transforming the world in which they live. Through example and discussion, students recognize that speaking and presenting are skills with specific language needs that are targeted for both a specific purpose and a specific audience. Students demonstrate their understanding through personal written responses, reflective discussions, tests, dramatic presentations, and the creation and critique of an individual speech. The power of speech to transform personal lives and the world is taught in relation to Christ's teaching of compassion and understanding.

Unit Overview Chart

Activity	Expectations	Assessment	Focus and Suggested Activities
1.1 Students are to be Seen and Heard Introduction to Speaking and Presenting/ Glossary of Terms (3 hours)	PPV.01, PP1.01, PP1.02 CGE1d, 1g, 2b, 4g, 5b, 7g	Knowledge	The teacher introduces handout/worksheet on the importance of being able to express oneself well and why students have a need to speak well. • Careers –business and sales people, lawyers, politicians, and others require these skills. • Classroom- the ability to communicate ideas clearly during seminars/speeches in other courses and at the postsecondary level. • Community – the ability to speak with confidence in formal and informal social situations. • Communication as a means to connect with others, share information, refine thinking and persuade. The teacher provides students with a glossary of terms associated with speaking and presenting (Appendix 1B). Teachers may introduce this activity at any point in the first unit; the glossary is an ongoing component of the course. It is crucial that students recognize that speaking and presenting is a discipline with a specific terminology.
1.2 Words Can Move Mountains (5 hours)	PPV.01, PPV.02, PP1.03, PP1.04, MP1.03 CGE1d, 1g, 2a, 3b, 7e, 7g	Knowledge Communication	The teacher provides students with famous speeches from history (e.g., Martin Luther King Jr., Justin Trudeau, Craig Keilberger, Sermon on the Mount). The teacher instructs students on rhetorical devices and leads students through stages of the presentation process. Students write a one-page personal response to either a specified quotation from the teacher or one of their own choosing. The teacher provides a template for the personal response and model a sample response for the class. Students submit their personal response to the teacher in written form employing all stages of the writing process.
1.3 No Person is an Island Cooperative group activity (2 hours)	PPV.02, RPV.01, RP1.01 CGE 1d, 3c, 4a, 4b, 4c, 4f, 5a, 5f	Communication Application	Students are re-introduced to Cooperative Group Learning and the need to work constructively through the creation of a student radio station play list or other group-based scenario determined by the teacher. Students draw on these skills later (it allows for connections between students at the start of the course).

1.4 Actions speak louder than words How we communicate with others through non-verbal means (5 hours)	PP1.07, PP2.05, MP1.01 CGE1d, 2a, 3c, 4a, 4b, 4f, 5a, 5e, 5f, 7f, 7g	Knowledge Communication Application	The teacher provides information/resources demonstrating how body language can aid or detract from the message being conveyed to an audience. Students are able to determine how their own body language and that of others sends a message and thus be able to read various social situations. Students also recognize that body language in the form of gestures/gesticulations varies from culture to culture. The teacher concludes with a series of drama exercises designed to have students reflect on their ability to communicate non-verbally.
1.5 What Successful Speakers Do Development of a chart with class detailing the qualities of a good speaker (2 hours)	PP1.04, PP1.06, RP1.02 CGE3c	Knowledge Thinking/ Inquiry	The teacher leads students through the development of a chart outlining the qualities of a good speaker. The list includes: • knowledge of material/audience/purpose; • energy level; • audience interaction.
1.6 Putting it all Together (8 hours)	PPV.02, MPV.01, MPV.02, PP2.03, MP1.01, MP1.03, MP1.04, MP2.01, MP2.02, RPV.01, RP1.03, RP1.04, RP1.05 CGE2c, 2d, 4a, 4f, 4g	Knowledge Thinking/ Inquiry Communication Application	The teacher provides students with the opportunity to complete an activity entitled What's My Sign? In the activity, students are asked to: • create an original symbol which expresses who they are as a person; • write and deliver a three- to five-minute speech establishing the connection between their symbol and their personality. Or • choose a topic with which they are familiar or an expert on and present a three to five minute speech to the class. Students could discuss/demonstrate a style of dance, how to draw, snowboarding, or a traditional academic topic. The teacher should videotape the presentations and have students watch themselves. Students then evaluate themselves with reference to: • strengths; • areas for improvement; • next steps.

Unit 2: Speaking for the Classroom

Time: 25 hours

Unit Description

Students create a presentation based on research that is presented twice in order to develop organizational and polishing skills. Students examine the structure of a variety of effective presentations, including multimedia and computer software presentations. In the culminating task, students present a persuasive seminar for a class trip to a panel of educational authority figures (e.g., principal, superintendent). Thus, students develop a heightened awareness of the unique needs of various audiences and apply this knowledge accordingly.

Unit Overview Chart

Activity	Expectations	Assessment	Focus and Suggested Activities
2.1 Brief Presentation with Information Provided by teacher (150 minutes)	PPV.01, PPV.02, PP1.05, PP2.03, PP2.06, MPV.01, MP1.01 CGE2a. 3c. 7g	Knowledge Thinking Communication Application • Informal observation • Template for logical order	Brainstorm "stresses" and teach relaxation techniques. Teach logical order (cut up narrative poem and re-arrange lines). Hand out template for beginning, middle, and end of narrative. Gather articles of current interest and hand out to students. Students prepare presentation. Students present for two minutes (which is taped on audio or videotapes).
2.2 Assessment and Analysis of Presentation Methods (450 minutes)	PPV.01, PPV.02, PP1.06, PP2.03, MPV.02, MP2.01, MP2.02, RPV.01, RP1.01, RP1.02, RP1.03, RP1.04, RP1.05 CGE2a, 3c, 4a, 4f, 5a	Knowledge Communication Application • Presentation checklist used by teacher and peers • Assessment of a computer software presentation • Plan for improvement • Rubric generated by class	The teacher and peers use checklist to assess live presentations. The teacher models an analysis of audio and videotapes of student presentations. Students analyse their own performance for strengths and areas of improvement. Students analyse and assess a computer software presentation, considering content, delivery/style, and purpose. Students analyse and evaluate a famous speech (e.g., Justin Trudeau). The teacher models enhancing strategies (overheads, visuals, cue cards, video/audio clips, rhetorical devices, voice modulation) and re-teaches logic if necessary. The teacher focuses on how to hook the audience. Students expand and polish original presentation (plan for improvement) and add one piece of research. Class generates rubric; rubric could be based on the suggested one in the Overview Resources.

2.3 Polished and Revised Presentation (225 minutes)	PPV.01, PPV.02, MP1.01, MP1.03, MP2.01, MP2.02, MPV.01, MPV.02, RPV.01, RP1.02, RP1.03, RP1.05, CGE 2a, 3c, 4e, 5c, 5g	Knowledge Thinking Communication Application • Rubric • Analytical Response	Students present for three to four minutes. Students self-assess on rubric. The teacher evaluates on same rubric. Student compares teacher and self-assessment, writes a response on similarities/differences, and includes a new idea for improvement.
2.4 Organize, Propose and Plan a Class Trip (Presented to a school authority) (600 minutes)	PPV.01, PPV.02, MPV.01, MPV.02, PP1.02, PP1.06, PP2.01, PP2.02, PP2.03, PP2.04, PP2.05, MP1.01, MP1.02, MP1.03, MP2.01, MP2.02 CGE2c 4a, 4b, 4d, 4f, 5a, 5b, 5e, 5f	Knowledge Inquiry Communication Application • Proposal • Do's/Don'ts checklist for formal language, conventions and techniques	Students brainstorm destinations for a class trip based on three key expectations in course. The teacher arranges groups that plan a presentation on: "Why we should go to____" The teacher explains all requirements of trip planning, including forms and safety. The teacher outlines how to write a proposal. Group submits draft proposal (for yes/no response to carry on). The teacher demonstrates more enhancing techniques (art, music, role-play, movement, storytelling, dramatization, manipulation techniques, reversal of conventions i.e., not using logical order) and how to notice and adapt to the audience's reaction. The teacher introduces appropriate language, techniques, and conventions for formal persuasive presentations (representative from class invites principal, superintendent or other school authority to presentation day). Students plan presentation (organization of trip). Students rewrite 2.2 rubric. Students rehearse presentation and receive peer and teacher feedback.
2.5 Presentation of Trip Proposal to Guest Panel (75 minutes)	MPV.01, MPV.02, MP1.01, MP1.02, MP1.03, MP1.04, MP2.01, MP2.02 CGE1d, 2a, 4a, 5e, 5f	Knowledge Thinking Communication Application • Rubric	Students present – teacher evaluates on rubric, students adapt to panel's responses. Panel decides on best presentation. Winner = Class trip – organization begins in earnest (by students and teacher).

Unit 3: Speaking for the Workplace

Time: 25 hours

Unit Description

Students focus on speaking and presentation as it occurs in a variety of workplace and career situations. Students continue to develop appropriate language use and physical expressiveness in presentation. They examine rehearsal techniques for presentation, utilizing appropriate role-playing activities. Students provide constructive feedback to their peers in this process. Students further develop research and decision making skills in determining the type of information that is suitable for the appropriate audience.

Unit Overview Chart

Activity	Expectations	Assessment	Focus and Suggested Activities
3.1 Language of the Workplace (180 minutes)	MP1.03, RP1.01 CGE2b, 3c, 5b	Knowledge/ Understanding	The teacher introduces models and role playing activities. Students examine effective language use in a variety of situations and audiences.
3.2 Employability Skills (60 minutes)	PP2.02, RP1.01 CGE2b, 4e, 5h	Knowledge/ Understanding Thinking/ Inquiry	The teacher outlines the Employability Skills Profile (or other criteria based model). Students assess their own strengths and identify areas for improvement.
3.3 Checking out the Job Market (180 minutes)	PP2.02, PP2.02, MP1.02, MP1.03, MP1.04, RP1.01 CGE2b, 2c, 3c, 4b, 4f, 5b, 5e, 5g, 5h	Knowledge/ Understanding Thinking/ Inquiry Communication	Students, working individually or in pairs, examine current trends in the job market, choose an area to investigate, and present their findings.
3.4 Planning Your Venture (480 minutes)	PP1.02, PP2.02, PP2.03, PP2.04, PP2.05, PP2.06, RP1.03, RP1.05 CGE2c, 2d, 3c, 4b, 4d, 4e, 4f, 5b, 5e, 5g	Knowledge/ Understanding Thinking/ Inquiry Communication Application.	Students, working in groups, design a market strategy for an original company. The students' aim is to secure "investment capital" from class members as a result of their presentation. The teacher stresses rehearsal techniques.
3.5 Selling your Venture (420 minutes)	MP1.02, MP1.03, MP1.04, RP1.01, RP1.04 CGE2d, 3c, 4b, 4e, 4f, 53, 5g, 5h	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Students, in groups, "pitch" their venture to the class. Each student presentation should be 15 minutes in length, with a question period.
3.6 Investment Rationale (180 minutes)	MP1.04, RP1.01, RP1.02, RP1.04 CGE3c, 4b, 5e, 5g, 5h	Knowledge/ Understanding; Thinking/ Inquiry Communication Application	Students, in groups, choose to invest in a company as a final peer assessment. The group justifies their choices orally or in written form. The teacher evaluates student presentations.

Unit 4: Speaking for the Community

Time: 25 hours

Unit Description

Students develop an understanding of effective speech and communication as it occurs in the world around them. Students become aware of the cultural conventions of communication and how these differences affect presentations. Students create authentic presentations for children, the community and social occasions (both formal and informal). Activities may include formal speeches; storytelling; small talk; debates or town hall meetings; and a panel discussion. In the culminating task, students choose one major presentation from Unit 4 to 'refine' and 're-present' while developing strategies to deal with potential problems during performances.

Unit Overview Chart

Activity	Expectations	Assessment	Focus and Suggested Activities
4.1 Children's Storytelling (300 minutes)	PPV.01, PPV.02, MPV.01, RPV.01, PP1.02, PP1.05, PP2.01, PP2.02, PP2.04, MP1.01, MP1.02, MP1.03, RP1.02, RP1.04 CGE1d, 4a, 4c, 5d, 5f, 5g, 7e, 7j	Knowledge Thinking Communication Application • Marking scheme • Action plan • Rubric for children's story	Students use three items of personal significance to tell autobiographical stories (use marking scheme). The teacher explains characteristics of oral narrative in many contexts. The teacher models how to engage children. Students create an action plan that assesses the needs of children. Students create a story using a child in a linked classroom as the hero (e.g., puppet show, book, oral story). Students perform story with peer assessment and teacher evaluation.
4.2 Social Occasions (informal and formal) (360 minutes)	PPV.01, PPV.02, PP1.07, PP2.02, PP2.04, MPV.01, MP1.01, MP1.02, MP1.03, RP1.04 CGE1d, 2a, 3b, 7e, 7g	Knowledge Thinking Communication Application • Observation and teacher feedback • Checklist • Rubric	The teacher discusses oral and non-verbal communication in various cultures. Students discuss stereotypes, bias, diversity, and anti-discriminatory language and analyse their own stories for bias. The teacher models "small talk" and students use drama games and role plays to develop skills at "small talk". Students create announcements and invitations, both oral and written. After analysing a famous formal speech, students present their own speech.

4.3 Community Presentations (600 minutes)	PPV.01, PPV.02, MPV.01, RPV.01, PP2.02, PP2.03, PP2.04, MP1.01, MP1.02, MP1.03, MP2.01, RP1.01, RP1.02, RP1.03 CGE3c, 4a, 4c, 4f, 4g, 5e	Knowledge Thinking Communication Application • True/False quiz • Rubric • Response paper	Students tape a 30-second personal stance on an issue relevant to them. The teacher introduces copyright awareness. Students prepare and present speeches for a mock assembly, debate, or town hall meeting. Students invite guest speakers and participate in a panel discussion on an issue of interest. Students create a written response.
4.4 Culminating Task – The 'How to Deal with Problems' Presentation (240 minutes)	PPV.01, PP2.05, MPV.01, MPV.02, RPV.01, MP1.01, MP1.02, MP1.03, MP1.04, MP2.01, MP2.02, RP1.05 CGE2a, 4b, 4f	Thinking Communication Application • Rubric • Response paper on Plan B • Final checklist: Can I Demonstrate all Elements of an Effective Presenter? And plan for improvement	Students choose their own best 'major' performance from the unit and refine it by adding at least two new elements. Emphasis must be placed on creating alternative strategies (humour and flexibility) to cope with problems which may arise in this presentation. The teacher adds a new criteria on rubric to assess how well students respond to difficulties. Students do a self-assessment to determine how well they are able to adapt own presentation and respond to audience. Students complete final checklist to assess mastery of skills for effective presentations and make a plan for improvement to prepare for Unit 5.

Unit 5: Culminating Unit: Speaking for Different Audiences

Time: 10 hours

Unit Description

This final activity allows students to demonstrate their understanding of the components of effective presentation, such as content, verbal and non-verbal communication, awareness of audience, and knowledge of structure. Students choose an issue to present to three different audiences. They choose an appropriate format for each audience and they then research, plan, rehearse, present, and reflect on their performances. Evaluation and assessment are self, peer, and teacher directed.

Unit Overview Chart

Activity	Expectations	Assessment	Focus and Suggested Activities
5.1 Preparation of three different versions of the same presentation (300 minutes)	PPV.01, PPV.02, MPV.02, RPV.01, PP1.02, PP2.01, PP2.02, PP2.03, PP2.04, PP2.05, PP2.06, MPV.02, MP2.01, MP2.02, RPV.01, RP1.04 CGE1d, 2a, 3c, 3d, 3f, 4d, 4f, 4g, 5b, 5d, 5f, 5g, 7e, 7g, 7j	Knowledge • Thinking • Checklist "What presentation must include"	Students select major issue of concern in the school (e.g., smoking near school property; environmental issues) and research the issue. Based on this issue, students prepare three presentations, with the aim of making a positive change for three different audiences, such as elementary students, peers, parent councils, school trustees, or community groups Presentation must include an examination of purpose, audience, and method. The teacher may review confidence building, visualization, and relaxation techniques. Students can rehearse in front of other groups for feedback.
5.2 Presentation of all three versions (300 minutes)	PPV.02, MPV.01, MPV.02, PP1.02, PP2.01, PP2.02*, PP2.03, PP2.04, PP2.05, PP2.06, MP1.01, MP1.02, MP1.03, MP2.01, MP2.02 CGE3b, 3c, 3d, 3e, 4b, 4d, 4e, 4g, 5b, 5e	Knowledge Thinking Communication Application • Rubric • Self-Assessment	Students present to the three different groups and the teacher evaluates individual student performance on rubric Students complete a final self-assessment: What I Have Learned

Teaching/Learning Strategies

The teaching strategies used in this profile are designed to give students opportunities to actively engage in their own learning and to relate the concepts and skills to their life beyond the classroom, both present and future. The teacher facilitates learning by having students involved in a variety of whole class, small group and individual activities, as summarized below. The teacher also continually assists students to make the connections between what they do in the classroom and the world outside.

Whole Class Activities

The teacher uses whole class activities to introduce concepts and skills, as well as to consolidate the learning that occurs during small group and individual activities. These activities include the following: class discussions; brainstorming; teacher demonstrations (e.g., research skills); cooperative learning; video presentations; technological aids (creation of visuals); Socratic lessons; storytelling; modelling of speeches; panel discussions; guest speakers; diagnostic and review activities (audio and videotaping).

Small Group Activities

The teacher sets up small group activities to provide opportunities for active and oral learning. The teacher plays a critical role in group activities by monitoring group progress, as well as answering questions that arise, and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning in groups. The group activities include the following: paired or small group research activities; comparison and evaluation of speeches; comparison and evaluation of presentations; practical extensions and applications of knowledge; simulations and role plays; small group discussions; brainstorming; oral presentations; use of graphic organizers.

Individual Activities

The teacher sets up a variety of individual assignments that enable students to extend and consolidate the learning that takes place in the whole class and small group activities. The teacher also outlines students' responsibilities for organization, note-taking, reflection, and self-assessment that follow from the whole class and small group activities, including the completion of tasks as homework. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to students, both written and oral. These activities include the following: research; use of charts/organizers; individual assignments; oral presentations; written presentations; speeches; practical extensions and applications of knowledge; note making and use of graphic organizers; homework assignments.

Strategies that are used within the whole class, small group, and individual activities incorporate a variety of approaches to develop language and literacy skills as follows:

- using written material with immediate and lasting value and relevance to students;
- reading analytically and critically for information;
- understanding and using appropriate language with respect to audience;
- having students create step-by-step instructions for other students to follow;
- using diagrams, charts, graphic organizers for communication;
- using newspapers, radio and television to locate current information and issues;
- relating information to their personal situations and interests;
- having students understand key concepts of multimedia and apply these to enhance presentations.

The teaching and learning strategies outlined above emphasize the development of enduring understandings for students. Examples to illustrate concepts are drawn from the students' own lives and, in this way, develop authentic learning.

There is a culminating activity within each unit of the course, which engages students in preparing, making and responding to presentations. The culminating activity for this course is project-based, allowing students the opportunity to demonstrate their understanding of the key elements of successful speech and presentation.

Assessment & Evaluation of Student Achievement

Assessment is a systematic process of collecting information or evidence about student learning. *Evaluation* is the judgment we make about the assessments of student learning based on established criteria. The teacher is responsible for developing a plan for how assessment and evaluation will be carried out during the course.

Diagnostic Assessment: Since students will bring a wide range of skills and experiences to this course, opportunities to determine students' strengths and needs are important. Some form of prior learning assessment can be built into new topics. These diagnostic assessments can be done informally through teacher observation or with the use of other assessment tools.

Formative Assessment: Opportunities for formative assessment are included throughout the units in order to provide ongoing feedback to improve student learning. In addition to teacher assessment, self- and peer-assessments play an important role in providing feedback to the student.

Summative Evaluation: Each unit provides an opportunity for teachers to complete a summative evaluation of student achievement of the expectations.

The learning expectations from the policy document, *The Ontario Curriculum, Grades 11 and 12, English, 2000*, are central to all aspects of this profile. The learning contexts, content, and assessment are interconnected and linked to the expectations. Emphasis is placed on assessment tasks that:

- are linked to the learning tasks;
- are developed from clusters of expectations;
- provide opportunities to demonstrate achievement at all levels and in all categories of the Achievement Chart.

The Achievement Chart for English is the basis for reporting on student progress, as outlined in *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000* (PPA), pp. 13-16. The assessment data accumulated throughout the course must be sufficient (in variety and frequency) to permit teachers to evaluate the consistent level of performance for each student in each of the categories in the Achievement Chart for English in *The Ontario Curriculum, Grades 11 and 12, English, 2000,* pp. 114-115.

Consistent with Program Planning and Assessment, activities in this profile present assessment and strategies which:

- are varied in nature providing the students with opportunities and choices to demonstrate their achievement of the expectations based on their strengths, recognizing that the achievement of the same expectation could be expressed in different ways by different students;
- are connected to the learning activities by making assessment an ongoing part of the learning process and increasing the opportunities for students to demonstrate success;
- accommodate the needs of all students through providing opportunities for written, oral and video-taped activities and including student choice and alternatives as appropriate;
- provide opportunities for self and peer assessment, with the use of checklists and rubrics that students can use prior to summative assessment by the teacher;
- are clearly articulated for students by making students aware, in advance, of the process by which they will be assessed and evaluated, promoting student success in achievement of expectations;
- provide opportunities for practice and formative feedback from the teacher, with an emphasis on the teacher choosing which assessments will be used formatively, and which will be used for summative purposes;
- are linked to the Achievement Chart as indicated in the summary chart for each activity;
- enable the teacher to make professional judgments as to the choice of assessment data for use in evaluation of student achievement of the expectations.

The assessment tasks provide a range of written, oral and performance activities including the following: storytelling; panel discussions; role-plays and dramatizations; informal drama games; speeches-both formal and informal; announcements; debates; town hall meetings; sales presentations; interviews; multi-media presentations; oral presentations; posters or visual presentations; diagram of room set-up; written reports/proposals; completion of a form; point form summaries; worksheets; personal responses; written answers; graphics; completion of an organizer; quizzes; tests; creative pieces; improvement plans.

These assessment tasks are integrated with the learning strategies for each activity. The teacher can decide how to use the task as part of the assessment and evaluation plan for the course.

The assessment tools include the following.

- Anecdotal: this implies the use of oral or written anecdotal comments communicated to the students. No level or mark would be assigned, so the feedback to the student would be formative in nature.
- Checklist: this implies a simple list of items, which can be used in a variety of ways. It can be a checklist of skills a student would demonstrate e.g., eye contact, voice tone, and body language. Checklists can be used by students for self or peer assessment, or by the teacher. The data can be recorded as complete or incomplete, used for formative feedback, or a mark can be assigned. If the marks generated from checklists are used to calculate grades, the teacher ensures that the mark allocated is based on teacher judgment and is consistent with the levels on the Achievement Chart.
- Rating Scale: this implies the extension of a checklist to include a scale for each item on the list. It is less explicit than a rubric in terms of describing what is required for each item, but provides more information than a checklist on how well each item was completed.
- Marking Scheme: this implies a more traditional, but still valid approach, to assessment. It is, in fact, a variation on a checklist, in which each section of a test or assignment is assigned a mark according to a list of required components. The data is often used to assign a mark used to calculate grades.
- A rubric implies the use of a scoring guide. A rubric can be perceived as variation on a checklist, involving a list of categories being assessed, with descriptors for four levels of achievement in those categories. The categories and levels are usually derived from language used in the Achievement Chart and/or the expectations. In some cases where rubrics are suggested, a simpler rating scale can be used, where the categories are listed but the descriptors are implicit. Rubrics can be used for self and peer assessment, for formative assessment, and for the allocation of levels or marks. Rubrics are best used for the assessment of complex tasks, or for the assessment of a collection of simple tasks.

To support changes in assessment practice examples of checklists and rubrics are provided and/or references are made to examples in other sources. A generic rubric for a presentation is provided below and can be used as the basis for developing task -specific rubrics with students. Different tasks will emphasize different aspects of a presentation as described in this rubric.

The Achievement Chart categories are listed in the activity summary charts to make it easier for the teacher, whether they are just keeping track of the balance of categories assessed or whether they are calculating grades based on the achievement categories.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

The learning skills are assessed separately from achievement of expectations; it is critical for the teacher to collect data in order to report on learning skills for the report card. When students are engaged in group tasks, it is appropriate to consider group interaction as an indicator of each student's learning skills.

A Generic Rubric for the Assessment of a Presentation

Category/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Understanding of the uses and effect of rhetorical devices	- demonstrates limited understanding of the uses and effect of rhetorical devices	- demonstrates some understanding of the uses and effect of rhetorical devices	- demonstrates considerable understanding of the uses and effect of rhetorical devices	- demonstrates thorough, insightful understanding of the uses and effects of rhetorical devices
Thinking Inquiry skills (planning and selecting strategies and resources)	- applies few of the skills involved in an inquiry process	- applies some of the skills involved in an inquiry process	- applies many of the skills involved in an inquiry process	- applies all of the skills involved in an inquiry process
Communication Communication of information and ideas	- communicates information and ideas with limited clarity	- communicates information and ideas with some clarity	- communicates information and ideas with considerable clarity	- communicates information and ideas with a high degree of clarity and confidence
Presents for an audience and a purpose	- presents with a limited sense of audience and purpose	- presents with some sense of audience and purpose	- presents with a clear sense of audience and purpose	- presents with a strong sense of audience and purpose
Application Voice	- limited emotion, volume and energy	- some emotion, volume, and energy	- effective emotion, volume and energy	- engaging and dramatic emotion, volume and energy
Enunciation	- limited clarity; mumbles	- some clarity when speaking	- clear enunciation	- excellent enunciation
Pacing and Pauses	- limited pacing; limited use of pauses	- some pacing; some pauses	- good pacing; effective pauses	- effective pacing; pauses enhance presentation
Body Language	- limited confidence and use of gestures	- some confidence and use of gestures	- confident and uses effective gestures	- confident body language; effective gestures enhance presentation
Application of technology	- uses technology with limited appropriateness and effectiveness	- uses technology with moderate appropriateness and effectiveness	- uses appropriate technology with considerable effectiveness	- uses appropriate technology with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Accommodations

Teachers using this course profile are required to accommodate the unique learning styles of individual students as noted in the student's Individual Education Plan (IEP). The following is a list of possible accommodations for students:

- providing special consideration for concerns about speaking publicly and choice of audience and audience size;
- offering opportunities for audio and videotape to support progression in speaking to an audience;
- providing extended opportunities for rehearsals;
- offering alternatives for demonstration of student achievement of expectations;
- pairing with another student;
- providing supplementary texts to accommodate different reading levels;
- providing alternate activities that suit strengths in learning styles;
- providing audio/Braille versions of print resources;
- allowing for extra time and alternative location(s) for successful completion of tasks;
- ensuring a clear set of classroom rules, regulations and expectations are established and reinforced;
- monitoring of students' understanding of texts and/or instructions.

Special provisions should also be provided for students in ESL programs.

Resources

Barnard, Sandie. *Speaking Our Minds*. Toronto: Prentice-Hall Canada Inc., 1990. ISBN 0138258945

Burns, J.H. *Speak for Yourself: An Introduction to Public Speaking,* 4th ed. Diablo Valley: Diablo Valley College, 1997. ISBN 0070096325

Donaldson, Chelsea, ed. *Communications Handbook,* 2nd ed. Toronto: Nelson, 1996. ISBN 0176047387

Hasling, J. *The Audience, The Message and The Speaker,* 6th ed. Toronto: McGraw Hill. ISBN 070270279

Johnson, C.E. and M.Z. Hackman. *Creative Communication: Principles and Applications*. Waveland Press, 1995. ISBN 0881338281

Lieb, Anthony. *Speaking for Success*. Toronto: Harcourt Canada, 1993. ISBN 774732113

Lucas, Steven. *The Art of Public Speaking,* 7th ed. Toronto: McGraw Hill, 2000. ISBN 0072388358

Samovar, L.A.. *Oral Communication: Speaking Across Cultures,* 7th ed. San Diego: San Diego State University, 1998. ISBN 697299090

Sebranek, Patrick, et al. *School to Work*. Toronto: Nelson, 1996. ISBN 0669408735

Sebranek, Patrick, et al. *Write Source 2000,* Canadian ed. Toronto: Nelson, 1999. ISBN 0176187006

Southworth, W.D. and M.J. Haun. *The Art of Successful Meetings*. Houston: The University of Houston, 1997. ISBN 0070598096

Vancil, D.L. *Rhetoric and Argumentation*. Toronto: McGraw Hill, 1999. ISBN 0072324694

Verderber, Rudolph F. *Communicate*, 9th ed. Toronto: Wadsworth Publishing Company, 1999. ISBN 053452074X

Kawartha Pine Ridge DSB. *A Resource for Assessment, Evaluation, and Reporting 1999* (distributed as part of the Phase III SIT binder in September 1999)

OSS Considerations

- By focusing one of the units on presentation and speaking skills in a careers/workplace unit, this course provides opportunities for connections with activities related to the *Choices Into Action* document. Activities done as part of their Career Studies course in Grade 10 as well as activities done with their teacher advisers can be extended in this course.
- Specialized programs, as outlined on pages 48-49 in *Ontario Secondary Schools, Grades 9-12, 1999,* could include this course as an effective component whether it was offered as a full credit or as a half-credit. Many colleges offer courses in presentation skills and there is the possibility of including this course in articulation agreements between schools and colleges, with the potential for discussion of advanced standing.
- The skills developed in this course are used in a variety of workplace situations. Potential exists for using this course as a tie to cooperative education programs, or other workplace experiences, especially if the course is packaged with other related courses for students.
- Opportunities exist within the course to address issues of anti-discrimination, violence prevention.
- The opportunity to use technology in presentations exists in a variety of activities.

Coded Expectations, Presentation and Speaking Skills, Grade 11, Open, EPS3O

Preparing Presentations

Overall Expectations

PPV.01 · identify and analyse the characteristics of effective presentations;
PPV.02 · plan presentations for specific purposes and audiences.

Specific Expectations

Understanding Effective Presentations

PP1.01 – identify a range of presentation forms (e.g., oral reports, speeches, lectures, debates, public address announcements, panel discussions, book talks, storytelling, recitations, role-playing, seminars, sales presentations, interviews, and multimedia presentations);
PP1.02 – identify the presentation form appropriate for a specific purpose and audience;
PP1.03 – identify elements of style and organization in selected speeches by famous orators (e.g., compare the use of repetition, rhetorical questions, and climactic order in excerpts of speeches by Cicero, Sir Wilfred Laurier, and Martin Luther King, Jr.; explain how Marc Antony's "Friends, Romans, countrymen" speech in Shakespeare's *Julius Caesar* uses emotional appeals to sway the audience);
PP1.04 – analyse the use of rhetorical and stylistic devices in oral presentations (e.g., explain how the use of climactic order heightens the impact of a speech; explain why the use of repetition for emphasis is an effective strategy in a debate);
PP1.05 – identify elements of style and organization in oral narrative (e.g., compare the use of the narrative and poetic elements in both a medieval and a contemporary ballad; retell an Aboriginal story using appropriate techniques);
PP1.06 – explain the techniques effective speakers use to make convincing presentations (e.g., describe the body language and vocal inflection used in a motivational speech; explain the importance of volume, pace of speech, pitch, tone of voice, eye contact, facial expression, posture, dress, movement, and gesture in effective presentations; assess the use of visual aids, periodic summ ations, and transition words to hold audience attention; assess the use of presentation software to emphasize key points in a sales presentation);
PP1.07 – describe conventions of oral and non- verbal communication in various cultures and how they affect the delivery of oral presentations (e.g., find and discuss information about how different cultures view the use of eye contact and body language during presentations).

Planning Effective Presentations

PP2.01 – select an appropriate oral presentation form for a specific purpose and audience (e.g., plan a storytelling session to entertain an elementary class; rehearse an oral recitation of a poem for a presentation to the class about a poet);
PP2.02 – analyse the context and the needs of the audience when planning an oral presentation (e.g., make a floor plan of the presentation venue to decide on use of the space and select appropriate visual aids and technology for a multimedia presentation; identify the prior knowledge, assumptions, expectations, and attention span of the audience in order to customize a book talk to meet its needs);
PP2.03 – select relevant and significant information from research to suit the purpose and audience (e.g., gather and organize relevant information about healthy lifestyles to engage a teenage audience; select a specific focus about workplace safety and supporting details to match the prior knowledge and needs of co-workers);

PP2.04 – apply knowledge of the characteristics of effective presentations in planning a variety of presentations for a range of audiences (e.g., begin a speech with a startling statistic to engage the interest of an audience of peers; search the Internet for images that may be downloaded and used in a slide presentation about a global issue for an audience of elementary students);

PP2.05 – select and use effective rehearsal strategies to practise and polish a presentation (e.g., try out a speech on peers or family members; rehearse a panel discussion or a group presentation to refine sequencing and transitions; set up and practise using audio-visual equipment, visual aids, and cue cards in the presentation venue);

PP2.06 – use appropriate strategies to increase confidence (e.g., memorization, repeated rehearsals, appropriate dress, relaxation and breathing exercises, mnemonic devices, visualization).

Making Presentations

Overall Expectations

MPV.01 · communicate orally for a variety of specific purposes and audiences, using the forms, language, and techniques of effective oral presentations;

MPV.02 · use a variety of visual aids and technologies to clarify meaning and enhance the impact of presentations.

Specific Expectations

Making Effective Presentations

MP1.01 – make presentations in a variety of forms for various purposes and audiences (e.g., debate a topical issue at a student assembly; tell a story to a younger audience; role-play a job interview; present a monologue adapted from a novel; make a multimedia presentation for senior citizens);

MP1.02 – use appropriate and effective language in oral presentations (e.g., use specialized language in a product or skill demonstration; use imagery or analogy to emphasize and clarify key points; use anti-discriminatory and inclusive language consistently);

MP1.03 – use appropriate techniques in oral presentations (e.g., use techniques such as rhetorical questions, repetition, and dramatic pauses in a speech promoting a student-operated business; provide information at an appropriate pace in a student seminar; vary volume, pitch, and inflection for emphasis and to maintain audience interest in an oral report);

MP1.04 – monitor audience reactions during a presentation and adapt delivery accordingly (e.g., ask questions to check audience understanding and engagement; rephrase main ideas for clarification; speed up delivery to recapture the attention of a restless audience; add humour to reinforce and emphasize key points; respond quickly, confidently, and appropriately to unexpected digressions, interruptions, or questions during the presentation).

Enhancing Presentations

MP2.01 – create and use appropriate visual aids, such as flipcharts, posters, transparencies, slides, videos, tables, and graphs, to clarify meaning in presentations (e.g., prepare concise handouts for an audience; use a sound recording of a poem to enhance presentation in a poetry seminar; create animated graphics to emphasize a key point in a sales presentation);

MP2.02 – select and use appropriate technologies, such as videotapes, projectors, presentation software, and computers, to enhance the effectiveness of presentations (e.g., use a videotape of a news clip to illustrate a report on a current issue; use recorded music and slides to create atmosphere during storytelling; use a computer to manage a slide presentation).

Responding to Presentations

Overall Expectations

RPV.01 · produce personal and critical responses to a variety of presentations.

Specific Expectations

Responding Personally and Critically

RP1.01 – use techniques of effective listening to understand ideas and information in presentations (e.g., identify what they hope to learn from a lecture; make notes to record key points and organization during a speech; identify the implications and consequences of information provided in a presentation);

RP1.02 – assess the effectiveness of a presenter's ideas, arguments, and organization (e.g., assess the extent to which the needs of the audience have been met by the content of a presentation; use an evaluation checklist to assess clarity of arguments, persuasiveness, and quality of refutations in a debate; identify logical fallacies in oral presentations and assess the extent to which they undermine the credibility of the speaker's message; use a graphic organizer to track the organization of the ideas in a presentation);

RP1.03 – assess the effectiveness of techniques used in oral presentations (e.g., discuss in a group the three most effective techniques used in a presentation; develop criteria on which to base an assessment of a presenter's use of voice, gestures, and visual aids in a speech);

RP1.04 – provide objective and constructive feedback on rehearsals and presentations by peers (e.g., work with a partner to identify strengths and weaknesses during the rehearsal of a presentation; use peer conferences and checklists of specific criteria to provide feedback after presentations);

RP1.05 – compare their current oral communication skills with those required for effective presentations and create a plan for improvement (e.g., use suggestions from feedback to improve presentations; do research to identify the specific skills and types of oral presentations most relevant to careers they are interested in; set goals for future improvement).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;
CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;
CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;
CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
CGE1i -integrates faith with life;
CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who
CGE2a -listens actively and critically to understand and learn in light of gospel values;
CGE2b -reads, understands and uses written materials effectively;
CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;
CGE2d -writes and speaks fluently one or both of Canada's official languages;
CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who
CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
CGE3b -creates, adapts, evaluates new ideas in light of the common good;
CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;
CGE3d -makes decisions in light of gospel values with an informed moral conscience;
CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b -demonstrates flexibility and adaptability;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4d -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE4h -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a -works effectively as an interdependent team member;

CGE5b -thinks critically about the meaning and purpose of work;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good.

Unit 1: Speaking for Yourself

Time: 25 hours

Unit Description

In keeping with the nature of this course, the introductory unit focuses on the importance and value of speaking effectively. Students are introduced to the role speech plays in shaping their own lives and in transforming the world in which they live. Through example and discussion, students recognize that speaking and presenting are skills with specific language needs that are targeted for both a specific purpose and audience. The teacher provides opportunities throughout the unit for students to rehearse or practise their speaking/ presenting skills. Students demonstrate their understanding through personal written responses, reflective discussions, quizzes, dramatic presentations, and the creation and critique of an individual speech. The power of speech to transform personal lives is taught in relation to Christ's teaching of compassion and understanding.

Unit Synopsis Chart

For more information on the expectations and assessment see the Unit Overview Chart in the Course Overview.

Activity 1.1	Students are to be Seen and Heard	180 minutes
Activity 1.2	Words Can Move Mountains	300 minutes
Activity 1.3	No Person is an Island	120 minutes
Activity 1.4	Actions Speak Louder than Words	300 minutes
Activity 1.5	What Effective Speakers Do	120 minutes
Activity 1.6	Putting It All Together	480 minutes

Activity 1.1: Students are to be Seen and Heard

Time: 80 minutes

Description

This initial activity introduces students to the advantages of being able to express oneself confidently in a variety of social situations. In addition, students are provided with an introduction to and overview of the course. Students appreciate that speaking in public is a skill with a specific set of attributes/qualities and terms with which they must become familiar. The initial activities in the course are designed to have students become familiar with the terminology that the teacher will refer to throughout the course. Ice breaker and survey tasks are included in this activity in order to establish a welcoming and comfortable environment for the students. In doing this, students can reflect on their own talents and how their skills can be developed so as to bring about a positive sense of self and improved relationships with others.

Strand(s) & Learning Expectations

PPV.01 - identify and analyse the characteristics of effective presentations;
PP1.01 - identify a range of presentation forms;
PP1.02 - identify the presentation form appropriate for a specific purpose and audience.

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE1g - understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;

CGE2b - reads, understands, and uses written materials effectively;
CGE4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choice and opportunities;
CGE5b - thinks critically about the meaning and purpose of work;
CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Prior Knowledge & Skills

- Familiarity with dictionary research skills and note taking.
- Familiarity with the components of Cooperative Group Learning e.g., Jigsaw Method.

Planning Notes

- The teacher develops an opening day course outline in conjunction with their Department. The outline should include a course description, overview of the units to be studied, and an evaluation scheme for the course. In addition, the teacher should make provisions for parents/guardians to indicate they have read the course outline and are familiar with what their son/daughter is studying and how students are to be evaluated.
- The teacher may wish to gather news articles, quotations from business and academic leaders indicating the importance of effective communication skills in modern society from print media or the world wide web.
- Students should have access to a dictionary during the process and might be provided with a copy of a "Glossary of Terms" associated with communication (Appendix 1.B – Glossary of Terms Associated with Communication) with only the terms present.

Teaching/Learning Strategies

1.1.1 Student Activity: Students review the opening day course outline with the teacher indicating the Units of Study, Evaluation Breakdown, and Course Expectations. Students become familiar with the purpose and expectations of the course.
Teacher Facilitation: The teacher presents students with the opening day course outline and indicates what units students will study during the course of the semester and indicate how students are evaluated.

1.1.2 Student Activity: Students engage in a discussion which focuses on the importance of being able to express oneself well. Students may work in groups to develop a list of the advantages of speaking well and various occupations/social situations where communicating effectively is an advantage. One representative from each group presents their group's findings to the class. Students are then provided with a handout detailing the benefits of communicating effectively (Appendix 1.A – Effective Oral Communication: A Recipe for Personal Success). Students develop a sense of both the relevance and structure of the course, as the handout is organized according to the units in the course profile.
Teacher Facilitation: The teacher begins with a series of traditional icebreaker activities. These may include a questionnaire for students regarding themselves and their attitudes to public speaking or a group activity in which students are encouraged to meet their peers prior to the introduction of formal course material. Having completed these activities, the teacher provides students with chart paper and divides the class into small groups. On the overhead or board, the teacher provides students with an appropriate title e.g., "The Benefits of Speaking Effectively" with a series of subheadings e.g., "Careers," Classroom", "Community." As students write their responses on the chart paper, the teacher circulates to answer any questions students may have and to keep students on task. Once an appropriate amount of time has elapsed, the teacher calls upon one group representative to present their findings to the class as a whole. This serves as an icebreaker for the students elected to speak, as they have an opportunity to present to the class without a formal evaluation. The teacher provides opportunities throughout the course for students to rehearse or practise their speaking and presenting skills. The teacher then provides

students with a handout detailing the benefits of communicating effectively (Appendix 1.A – Effective Oral Communication – A Recipe for Personal Success). The teacher may choose to replace the handout with a series of quotations, news articles, or a film clip emphasizing the benefits of speaking effectively.

1.1.3 Student Activity: Students participate in a group activity in which they provided with a set of terms associated with speaking and presenting. Each group is given specific terms to define and explain. Students are asked in their "expert groups" to come up with a formal definition of these terms and report their findings to their classmates. Students should have the opportunity to review terms they were introduced to in the Grade 9/10 Curriculum e.g., Audience, Purpose, Thesis, and Topic. After the presentations, students copy down the teacher's definition for these terms. (Please note: the teacher should attempt to incorporate student suggestions within these definitions.)
Teacher Facilitation: The teacher assigns students to groups. The teacher follows up this activity with a review of these terms and explains that this Glossary of Terms is referred to and developed throughout the course. For example, a student must first be able to recognize what an audience means before they can actually adapt their presentation style for a specific audience.

Assessment & Evaluation of Student Achievement

Task	Tool	Category	Learning Skill
Group discussion	Teacher observation, student self-assessment	Communication Application	Team Work
Quiz on terms	Marking scheme	Knowledge	Works independently

Accommodations

- In this activity, the teacher may choose to have the testing done orally for students who have difficulty expressing their ideas in writing or have students work in pairs on the quiz.
- Students who have difficulty copying notes may have a copy of the handouts provided for them by the teacher.
- Pair students for quiz on terms.
- Use oral responses and/or open book testing to assist students with test anxiety.

Resources

Burns, J.H. *Speak for Yourself: An Introduction to Public Speaking,* 4th ed. Diablo Valley College; 1997. ISBN 0-07-009632-5

Hasling, J. *The Audience, The Message and The Speaker,* 6th ed. McGraw Hill; ISBN 07-027027-9

Public Speaking Glossary – www.public-speaking.org/public-speaking-glossarya-e.artide.html

Article and activities from the Advanced Public Speaking Institute

Sands, Helen. *Building Skills and Confidence*, 4th ed. McGraw Hill, 2000. ISBN 0-07-240066-8

Activity 1.2: Words Can Move Mountains

Time: 300 minutes

Description

Students are introduced to a series of famous inspirational speeches. Students are provided with the opportunity to read these speeches aloud, examine the speeches for rhetorical devices and paraphrase the speeches. Students are asked to choose one of these speeches and write a personal response explaining the success of the speech and why it had such a powerful impact upon its audience. Students become aware of how language can be used to express ideas/views which can contribute positively or negatively to the common good.

Strands & Learning Expectations

PPV.01 - identify and analyse the characteristics of effective presentations;
PPV.02 - plan presentations for specific purposes and audiences;
PP1.03 - identify elements of style and organization in selected speeches by famous orators;
PP1.04 - analyse the use of rhetorical and stylistic devices in oral presentations;
MP1.03 - use appropriate techniques in oral presentations.

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE1g - understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;
CGE2a - listens actively and critically to understand and learn in light of Gospel values;
CGE3b - creates, adapts, and evaluates new ideas in light of the common good;
CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society;
CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Prior Knowledge & Skills

- Familiarity with response journals and the stages of the writing process including brainstorming, editing, revising and publishing.
- Familiarity with a variety of graphic organizers (e.g., web, clusters). These organizers may be used in recording brainstorming information.

Planning Notes

- The teacher gathers several historical and contemporary quality speeches in audio or text form.
- If possible, students should have access to printed copies of the speeches they hear.
- As students are expected to write a response, it would be advantageous for teachers to provide a sample of a response on overhead or in print form.
- The teacher reviews the stages of the writing process and afford students the opportunity to work on their response in class. Teacher and peer conferences are held to assist in the editing process.
- The teacher makes students aware of the criteria to be utilized in the evaluation rubric for this assignment. At the discretion of the teacher, students may be involved in the creation of said rubric.

Teaching/Learning Strategies

1.2.1 Student Activity: Students read a series of famous inspirational speeches both silently and aloud. Students examine the speeches for the use of effective rhetorical devices such as repetition, rhetorical questions, or emotional appeal. The speeches may vary from Martin Luther King's I Have a Dream to Shylock's speeches in Shakespeare's *The Merchant of Venice.*
Teacher Facilitation: The teacher provides students with hard copies of a series of speeches or excerpts from effective speeches. At this point, the teacher introduces the notion of rhetorical devices and provides students with a handout defining the various rhetorical devices, or the teacher may have students use a literary/conventional dictionary to research these terms. The teacher then asks students to identify the presence of rhetorical devices within the speeches. The teacher refers to terms introduced earlier (e.g., purpose and audience) and explains how an awareness of these specific rhetorical devices will affect their own decisions when they present.

1.2.2 Student Activity: Students listen to a selection of speeches. Students are asked to focus on the delivery of the speech to identify specific characteristics (e.g., tone, inflection, pauses, pacing). Students examine the speeches in either an oral or written form and analyse why speakers chose to use a characteristic e.g., a pause at a specific point in their speech. Students see how a speaker's choices regarding then method of delivery can help or hinder the message conveyed to their audience. Students appreciate that effective speeches are a combination of an organized written structure and a powerful delivery. The teacher may assign students excerpts from speeches they have never heard performed before and ask them to rehearse, memorize, and deliver these speeches to their peers.
Teacher Facilitation: The teacher introduces terminology associated with appropriate techniques for delivering a speech (e.g., dramatic pauses, variation of volume, pitch, and inflection). Students listen to a series of powerful speeches and identify specific oral techniques. Once students are able to confidently recognize these techniques, the teacher has them assess whether the technique utilized, enhanced or detracted from a specific speaker's message, e.g., the negative impact of a monotone voice. The teacher provides students with excerpts from speeches they are unfamiliar with and have not heard in class. The teacher has students rehearse, memorize (if appropriate and feasible), and present the speech to their peers. The teacher may mark the oral presentation in an informal fashion (e.g., simple task completion) or formally, based upon the student's ability to incorporate appropriate oral techniques in their presentation.

1.2.3 Student Activity: Students engage in a reflective discussion as to why specific speakers/speeches have the power to transform the way other people feel or think. Students use personal resources, including favourite books, poems, and lyrics, to determine who they feel speaks for their generation e.g., a celebrity or musician. Who is the Churchill, Kennedy, Martin Luther King of their generation? What values are they espousing? Do these values conflict with Catholic teaching? Students are asked to write a personal response to the speech they have chosen. In this response, students indicate the message of the speech, what specific aspects of the speech inspired them, and what the speech caused them to reflect upon in their own lives. Prior to writing their response, students review the stages of the writing process taught in their Grade 9/10 curriculum, including prewriting, brainstorming, the creation of an initial draft, conferencing, editing, revising, and publishing their work. Students present their polished personal response in either a written or oral form. At the discretion of the teacher, students may be required to do both. Students may engage in a "Read Around Scenario" where they present their response to three other students in a small group setting. Students, in groups, are asked to express what they enjoyed about the content of the personal response and the manner in which it was delivered. Group members should select the personal response they enjoyed the most and nominate it to be shared with the entire class. In this fashion, students have the opportunity to present in a non-threatening environment, receive feedback, and see their work valued by their peers.

Teacher Facilitation: The teacher leads a discussion as to why certain speakers are able to transform how we feel or think. The notion that a successful artist/writer/speaker is able to articulate or express what we feel at times or what we hold dear may be an area to explore. In addition, the teacher emphasizes the logical connection between the power of the written word and the need to ensure that speakers use appropriate oral techniques in order to elicit the desired response from an audience. Students select a person who speaks for their generation. The teacher needs to perform a number of tasks prior to having students write a personal response. Initially, the teacher models a personal response by selecting a writer who speaks for the teacher's generation and provide students with a sample of the artist's work (e.g., John Lennon's *Imagine*, Jewel, Viktor Frank's *Man's Search for Meaning*). The teacher specifies what is expected from a personal response e.g., an explanation of who the artist is, what they are trying to communicate in their work, why they are successful in communicating their message (effective use of rhetorical devices) and how their work speaks to the student (similar life experiences, thoughts, and sentiments).

Assessment & Evaluation of Student Achievement

Task	Tool	Category	Learning Skill
Personal response	Checklist or rubric (peer or teacher) both formative and summative	Knowledge Communication	Organization
Oral participation	Anecdotal	Communication	Initiative

Accommodations

- Prior to collecting the written response, the teacher should review the student's IEP.
- The submitted Personal Response may be a collaborative effort in which two students work together. A teacher may have a strong writer paired with a student who experiences difficulty with writing or . two students with similar abilities may present an oral response using point form or webbing as their written submission.
- Some students may choose to submit their personal response on cassette or orally to the teacher on an individual basis. Students could also present /submit their response in a small group.
- In order to build the confidence of certain students, a teacher may choose to evaluate the initial assignment according to Content/Ideas rather than Style/Mechanics. Therefore, spelling and other concerns with grammar would not be emphasized in the evaluation process.

Resources

Famous Speeches – www.enteract.com/~smeagol/speeches.htm

Gifts of Speech – Famous speeches from around the world – www.gos.sbc.edu/

The History Place – The Great Speeches Collection – www.historyplace.com/speeches/previous.htm

Vancil, D.L. *Rhetoric and Argumentation*. McGraw Hill, 1999. ISBN 0-07-232469-4

Activity 1.3: No Person is an Island

Time: 120 minutes

Description

Students are reintroduced to the concept of cooperative group learning and the need to work constructively with their peers. The nature of this course requires that students be able to work cooperatively with their peers in group situations in order to complete activities and understand the notion of group dynamics (e.g., how roles and responsibilities should be divided and shared amongst group members). The decisions students arrive at and their rationale for these decisions assist them not only in this course but when they are working with groups in other disciplines. Students develop a play list for a student radio station (Appendix 1.C) or establishing the rules for a group of students stranded on an island. Students learn the art of compromise, develop effective listening skills, recognize the roles individuals play within a group structure, demonstrate an awareness of the behaviour that hinders group progress, and understand how a group must function to develop a way to attack a problem while meeting a prescribed deadline. Through this activity, students learn coping strategies that hopefully will eliminate or reduce the risk of difficulties with future activities. While participating in meaningful communication, students demonstrate Christian leadership, respect, and acceptance of all individuals.

Strand(s) & Learning Expectations

PPV.02 - plan presentations for specific purposes and audiences;
RP1.01 - use techniques of effective listening to understand ideas and information in presentations.

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;
CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b - demonstrates flexibility and adaptability;
CGE4c - takes initiative and demonstrates Christian leadership;
CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
CGE5a - works effectively as an interdependent team member;
CGE5f - exercises Christian leadership in the achievement of individual and group goals.

Planning Notes

- The teacher arranges to have heterogeneous groupings within the class.
- Groups are then presented with a scenario such as that found in Appendix 1.C. If the teacher wishes, another scenario might be created or prepared for the activity. Students are asked to present and defend their selections to their classmates.
- The teacher arranges to have an overhead or chart paper to record student responses in groups.

Teaching/Learning Strategies

1.3.1 Student Activity: Students are arranged into prescribed groups by the teacher. Students are assigned a specific scenario such as in Appendix 1.C – Radio Station Play List Activity and begin to resolve the problem presented using chart paper or overheads. Upon completion of the task, students report their decisions to the class in an oral presentation. Students must be prepared to defend their choices by providing a logical rationale.

Teacher Facilitation: The teacher presents students with the problem to be solved and the deadline for completing said task. As students work in their assigned groups, the teacher circulates and observes group dynamics. Having completed the activity, the teacher facilitates a class discussion of the various solutions arrived at by the groups.

1.3.2 Student Activity: Students participate in a class discussion about the group experience. Once the teacher has listed these concerns, students generate and submit a list of rules or commandments for class group work to the teacher.

Teacher Facilitation: The teacher records the concerns/difficulties raised by students regarding their group work. It is vital that the teacher steer the content of the discussion away from individual personalities and towards the behaviour being exhibited in general e.g., "Some people do not contribute" as opposed to naming a specific student. Once the issues are listed, students are required to submit solutions to avoid these concerns. As a number of issues may be raised, the teacher should rank perhaps the top five concerns and have students submit their solutions. The teacher creates a list of rules for group work incorporating some of the suggestions provided in student submissions. The teacher posts these rules in a prominent place in the classroom.

Assessment & Evaluation of Student Achievement

Task	Tool	Category	Learning Skill
Group discussion	Anecdotal (teacher, self-, and peer assessment)	Communication	Teamwork
Rules for group work	Marking scheme	Thinking, Application	Work habits

Accommodations

- The teacher may choose to establish the groups in a heterogeneous fashion, in order to reflect the various writing abilities within the class. As a result, any written submission in this activity would receive a group mark.

Resources

Allyn and Bacon. *Groups in Process: An Introduction to Small Group Communication,* 5th ed. 1995. ISBN 0-205-16887-6

Communication in Small Groups: Principles and Practices, 6th ed. Longman Books, 2000. ISBN 0-321-03648-4

Cooperative Learning Centre – www.clcrc.com

Language in the Workplace: Spoken Communication in the Workplace – www.vuw.ac.nz/lals/lwp/

Samovar, L.A. *Oral Communication: Speaking Across Cultures,* 7th ed. San Diego State University, 1998. ISBN-697-299-09-0

Southworth W.D. and M.J. Haun. *The Art of Successful Meetings.* University of Houston, 1997. ISBN 0-07-059809-6

Activity 1.4: Actions Speak Louder than Words

Time: 300 minutes

Description

Students focus on the impact that a speaker's body language has on an audience. In addition, students recognize that it is vital to be able to read body language in social situations and be aware of their own body language. The importance of "audience" is conveyed to students through an examination of gestures, signs, and symbols in various cultures. Students are aware and respectful of the uniqueness of each person and accept them as creations of God with values and needs.

Strand(s) & Learning Expectations

PP1.07 - describe conventions of oral and non- verbal communication in various cultures and how they affect the delivery of oral presentations (e.g., find and discuss information about how different cultures view the use of eye contact and body language during presentations);
PP2.05 - select and use effective rehearsal strategies to practise and polish a presentation (e.g., try out a speech on peers or family members; rehearse a panel discussion or a group presentation to refine sequencing and transitions; set up and practise using audio-visual equipment, visual aids, and cue cards in the presentation venue).

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;
CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b - demonstrates flexibility and adaptability;
CGE4f - applies effective communication, decision-making, problem solving, time, and resource management skills;
CGE5a - works effectively as an interdependent team member;
CGE5e - respects the rights, responsibilities, and contributions of self and others;
CGE5f - exercises Christian leadership in the achievement of individual and group goals;
CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;
CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Prior Knowledge & Skills

- Familiarity with the basic elements of non-verbal communication and specific dramatic terms such as tableau.

Planning Notes

- The teacher has introduced the importance of body language when discussing the qualities of an effective speaker in the previous activity. The teacher introduces drama activities designed to have students reflect upon the ability of their body to convey a message.
- The teacher is familiar with the dramatic concept of tableau.
- The teacher collects articles from print media and the World Wide Web detailing/explaining the importance of body language and non-verbal communication.

- The teacher provides students with articles and text based resources detailing the importance of body language, cross-cultural gestures/gesticulations, and the importance of these signals in social situations.
- The teacher creates a list of distracting, annoying, or negative gestures or gesticulations that have a negative impact on an audience.

Teaching/Learning Strategies

1.4.1 Student Activity: Students are provided with articles detailing the importance of body language. In addition, students may view a series of film clips with the volume turned down. Students are then asked to comment on how the characters on the screen are feeling e.g., terrified, elated, shy. Students may also watch an episode of "Mr. Bean" as an alternative, if their Board is licensed to show feature film. Students recognize that it is possible to communicate without speaking and that how we communicate with others is largely determined by our body language. Students may view or read the work of authors such as Desmond Morris and recognize that there is a scientific rationale for body language. As a result, students are able to read the body language of others and act appropriately in certain social situations e.g., recognize when another person is excited, nervous, angry.
Teacher Facilitation: The teacher presents students with a series of articles/videos detailing the importance of body language when communicating with others. The teacher shows a series of film clips of people in various social situations. During the clip, the teacher may choose to pause the screen and ask students to determine what a character is feeling/thinking based solely on their body language. The teacher records student responses on the board/overhead. The teacher may choose to develop question sheets for the articles or film clips prior to showing the clips and have students respond directly on the sheets or in their notebooks. Rowan Atkinson's "Mr. Bean" series is an ideal choice to illustrate the point that our body language can tell a story. At the discretion of the teacher, students may read or view material generated by authors such as Desmond Morris who offers a scientific rationale for our body language. Teacher emphasizes to students that speakers must be aware of their own body language and the message they are conveying to others. Speakers must also be able to read the non-verbal signs being conveyed by their audience and react accordingly. Teacher emphasizes the notion that the ability to be aware of and control body language is vital for an effective speaker/presenter. An awareness of other people's body language will help students determine how they will react. This is an ideal opportunity for the teacher to introduce the notion that not all body language is universal and that certain behaviours such as making eye contact may be viewed as attentiveness in some cultures and defiance in others. Therefore, the teacher reinforces the importance of acknowledging the cultural makeup of an audience prior to speaking.

1.4.2 Student Activity: Students are now aware of the importance of body language and able to recognize that certain gestures/gesticulations and expressions express a non-verbal message. Students now have an opportunity to develop an understanding of their own body language. Students are introduced to the concept of the tableau. Students are presented with the scenario of a family photo. Students are asked to produce two versions of the photo through their actions. One version would be the photo for the family album and the other would be a picture that would convey, in a non-verbal fashion, the actual relationship that exists between the various family members (e.g., jealousy, love, resentment). In groups, students present their tableau. Students in the audience are asked to determine the relationships that exist between the family members in the tableau. Audience members are asked to provide evidence to support their claims.
Teacher Facilitation: The teacher begins the activity with an introduction to the tableau and non-verbal communication. Expectations for the tableau presentation are developed.

1.4.3. Student Activity: Students are exposed to or shown distracting behaviour exhibited by a speaker/presenter. Students could respond in either a written or oral form as to why these actions would negatively influence how an audience reacts to a speaker. Students understand how to "win over" an audience and leave a positive rather than negative impression.
Teacher Facilitation: The teacher models and acts out distracting behaviour or show video samples. The teacher may provide a handout for the activity or simply have students respond orally to the behaviour. Students, cognizant of the negative impact of distracting behaviour, will avoid these behaviours in future presentations.

Assessment & Evaluation of Student Achievement

Task	Tool	Category	Learning Skill
Tableau	Student self-assessment checklist Teacher – marking scheme	Application Communication	Teamwork Work habits
Response to distracting behaviour	Anecdotal	Thinking	Initiative

Accommodations

- The teacher clarifies instructions on an individual basis when necessary.

Resources

Booth, D.W. and C.J. Lundy. *Improvisation: Learning through Drama.* Toronto: Harcourt Brace Jovanovich, 1985.

Communication Skills Websites – www.selfgrowth.com/comm.html
Collection of articles on body language and communication skills.

Morgan, N., and N. Saxton. *Teaching Drama.* London: Hutchinson Education, 1987.

Neelands, J. *Structuring Drama Work.* Cambridge: Cambridge University Press, 1990.

Centre for Nonverbal Studies – www.Members.aol.com/nonverbal2/index.html

Activity 1.5: What Effective Speakers Do

Time: 120 minutes

Description

Students identify the qualities of a good speaker including notions such as knowledge of material, passion for the topic. The teacher provides students with sample visual speeches and develops a sample evaluation chart. Students assess whether the speakers were successful in conveying their message to the audience and why. Students formulate a chart specifying the qualities of an effective speaker. Students avoid the flaws they recognize in the presentations of others. Students recognize the power of a good speaker in expressing themselves as believers in Christ, working to create a just and compassionate society.

Strand(s) & Learning Expectations

PP1.04 - analyse the use of rhetorical and stylistic devices in oral presentations;
PP1.06 - explain the techniques effective speakers use to make convincing presentations (e.g., describe the body language and vocal inflection used in a motivational speech; explain the importance of volume, pace of speech, pitch, tone of voice, eye contact, facial expression, posture, dress, movement, and gesture in effective presentations; assess the use of visual aids, periodic summations, and transition words to hold audience attention; assess the use of presentation software to emphasize key points in a sales presentation);
RP1.02 - assess the effectiveness of a presenter's ideas, arguments, and organization (e.g., assess the extent to which the needs of the audience have been met by the content of a presentation; use an evaluation checklist to assess clarity of arguments, persuasiveness, and quality of refutations in a debate; identify logical fallacies in oral presentations and assess the extent to which they undermine the credibility of the speaker's message; use a graphic organizer to track the organization of the ideas in a presentation).

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

Prior Knowledge & Skills

- Awareness of the rhetorical devices used in effective oral presentations.

Planning Notes

- The teacher gathers a series of videotapes of speeches on a variety of topics.
- The teacher may generate an evaluation sheet listing the criteria or characteristics associated with an effective speaker. Space should be left on the handout for student-generated criteria to be incorporated. Another option would be to generate the list after the class discussion.
- The teacher needs a television/VCR system to present the speeches to class.

Teaching/Learning Strategies

1.5.1 Student Activity: Students engage in a discussion of the characteristics of a successful speaker. What specific techniques do effective speakers employ (e.g., eye contact, posture, dress)? Students generate a list of the qualities of an effective speaker. This list is transformed into a handout by the teacher. Students keeps this list in their notebook and use it as a reference for all future oral presentations.
Teacher Facilitation: The teacher asks, "What do effective speakers do?" The teacher records student responses on the board/overhead. The teacher organizes suggestions provided by students into an organized handout. The teacher may have to augment student suggestions with his/her own material.

1.5.2 Student Activity: Students view a series of speeches selected by the teacher. Using the evaluation criteria established, students analyse the speeches to determine if the speakers were effective. Students recognize the strengths and weaknesses of effective presentations. At the discretion of the teacher, students may present their findings in either an oral or written form. Submissions may be on a group or individual basis.
Teacher Facilitation: The teacher shows a series of effective and ineffective speeches. The teacher asks students to analyse the speeches using the evaluation criteria established in Activity 1.4.1. The initial student responses may be oral and the teacher should ask students to defend their assertions regarding the effectiveness of the speech. The teacher chooses a specific speech for students to assess in a formal written submission. An alternative might be to have students working in groups of four write and submit one written response per group. The teacher may choose to have individual groups listen to and analyse different speeches.

Assessment & Evaluation of Student Achievement

Task	Tool	Category	Learning Skill
Group discussion	Anecdotal	Communication Thinking	Teamwork
Quiz on terms associated with qualities of a good speaker	Marking scheme	Knowledge	Works independently
Written submission	Marking scheme	Communication Application	Work habits

Accommodations

- The written submission can be replaced with an oral submission.
- Students may submit work on an individual or group basis.
- The teacher may modify the length of the written submission, provide extra conferences where necessary, and/or modify time requirements.

Resources

Hasling, J. *The Audience, The Message and The Speaker,* 6th ed. McGraw Hill. ISBN 07-027027-9

Johnson, C.E. and M.Z. Hackman. *Creative Communication: Principles and Applications.* Waveland Press, 1995. ISBN 0-881-33828-1

Nobel winning prize speeches for literature – www.nobel.se/literature/laureates/index.html

Sands, Helen. *Building Skills and Confidence,* 4th ed. McGraw Hill, 2000. ISBN 0-07-240066-8

Vancil, D.L. *Rhetoric and Argumentation.* McGraw Hill; 1999. ISBN 0-07-232469-4

World Famous Speeches (with video) – http://iac.co.ip/~minds/wfs.html

Activity 1.6: Putting It All Together

Time: 480 minutes

Description

This serves as the culminating activity for this unit. Students produce an original speech and present it to their peers. In this particular activity, students are asked to incorporate and demonstrate the skills they have acquired in the previous activities. Therefore, the teacher reviews the power of words, qualities of an effective speaker, audience awareness, and the importance of body language in communicating your message. This provides students with an opportunity to evaluate their skills and beliefs and articulate these values so as to impact positively on their audience.

Strand(s) & Learning Expectations

PPV.02 - plan presentations for specific purposes and audiences;
MPV.01 - communicate orally for a variety of specific purposes and audiences, using the forms, language, and techniques of effective oral presentations;
PP2.03 - select relevant and significant information from research to suit the purpose and audience;
MP1.01 - make presentations in a variety of forms for various purposes and audiences;
MP1.03 - use appropriate techniques in oral presentations (e.g., use techniques such as rhetorical questions, repetition, and dramatic pauses in a speech promoting a student-operated business; provide information at an appropriate pace in a student seminar; vary volume, pitch, and inflection for emphasis and to maintain audience interest in an oral report);

MP1.04 - monitor audience reactions during a presentation and adapt delivery accordingly (e.g., ask questions to check audience understanding and engagement rephrase main ideas for clarification; speed up delivery to recapture the attention of a restless audience; add humour to reinforce and emphasize key points; respond quickly, confidently, and appropriately to unexpected digressions, interruptions, or questions during the presentation);
MP2.01 - create and use appropriate visual aids, such as flipcharts, posters, transparencies, slides, videos, tables, and graphs, to clarify meaning in presentations;
MP2.02 - select and use appropriate technologies, such as videotapes, projectors, presentation software, and computers, to enhance the effectiveness of presentations;
RPV.01 - produce personal and critical responses to a variety of presentations.

Ontario Catholic School Graduate Expectations
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE2d - writes and speaks fluently one or both of Canada's official languages;
CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
CGE4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choice and opportunities.

Prior Knowledge & Skills

- Familiarity with terms associated with speaking/presenting in Activities 1.1-1.5.

Planning Notes

- The teacher develops a rubric to be used to evaluate the speech and shares criteria with the class prior to the actual presentations. A sample of an appropriate rubric is found in the Course Overview. At the teacher's discretion, students may be involved in the generation of the rubric for the speech. The teacher emphasizes that this is an opportunity to demonstrate sensitivity and respect for others.
- If students are being asked to present a demonstration speech then the teacher may wish to generate a series of potential topics in conjunction with the class e.g., how to snowboard.
- A video camera is needed if students engage in a detailed self-analysis of their own speech. It is beneficial if each student has their own videotape to record both their speech and future oral presentations.

Teaching/Learning Strategies

1.6.1 Student Activity: At this stage, students review the terminology and skills covered in the opening five activities of the unit. Students are provided with or aid in the development of a rubric to evaluate the speech they present. Students have an opportunity to demonstrate their understanding of the qualities of an effective speaker through their own oral presentation, three to five minutes in length. Students may perform a traditional speech on a topic they have chosen or a demonstration activity in which students teach a specific skill. Another option would be to have students deliver a speech entitled, "What's My Sign?" Students are asked to create a symbol which represents them as a person (Appendix 1.D – What's My Sign?). Students have their presentation video-taped and played back to them. Both the teacher and the student have the opportunity to evaluate the speech and establish goals for future presentations. Part of the evaluation process may be the student's written or oral self-assessment to the teacher. At the teacher's discretion, peers may be involved in the evaluation process.

Teacher Facilitation: The teacher reviews the terminology and skills presented in the initial five activities. The teacher emphasizes to students that this is their opportunity to demonstrate their understanding of what they have learned through a formal oral presentation. Students need to be aware of the purpose of the activity, their audience, their body language, and the skills required for a successful presentation. Students engage in all aspects of the "presentation process": brainstorming, researching, audience identification, evaluation and organization of material, initial drafting, rehearsing, presenting, and self-analysis. In essence, the teacher moves the focus of the unit from the theoretical to the practical. Students must now incorporate effective strategies in their own presentations.

Assessment & Evaluation of Student Achievement

Task	Tool	Category	Learning Skill
Rehearsal	Anecdotal Student self-assessment	Communication	Work habits
Oral presentation	Rubric	Knowledge, Thinking, Communication, Application	Works independently

Accommodations

- As this is one of the initial major speaking activities, arrangements could be made for students to deliver their speech to the teacher on an individual basis or smaller group setting. Students could also videotape their presentations rather than present in class. This could be appropriate for ESL students or students who are hesitant to speak in front of their peers.
- The written version of the speech may be evaluated with the emphasis placed on content rather than traditional grammar/style concerns. The teacher may choose to have certain students submit it as a task completion exercise where marks are allocated for completing the written speech and submitting it.
- The teacher may provide students with previously prepared speeches, already in print, and focus on the delivery rather than preparation.

Resources

Communication Skills from Iowa State University – www.ag.iastate.edu/aginfo/communication.html
Articles and activities regarding communication skills from Iowa State University.

Giving a Speech – 10 Tips for Public Speaking -www.fripp.com/art.10tips.html
Noted speaker Patricia Fripp shares her Top 10 suggestions for public speaking

Listening Skills -www.cyberparent.com/talk/listen/html
Communication quiz and listening skills

University Of Kansas - www.ukans.edu/cwis/units/coms2/vpa/vpa1.htm
University of Kansas Communication Skills

Appendix 1.A

Effective Oral Communication – A Recipe for Personal Success

Every day, you communicate with others. It is part of the human condition that you desire to interact with others. How you communicate with others enables you to think, learn and exchange ideas. Throughout this course, you will work on developing your oral communication skills to ensure that you are confident in your ability to express yourself in a variety of social situations. The notion that practice makes perfect really hold true for this particular course, as you will find that the more often you have the opportunity to speak to a small group, the more comfortable you will become with this activity. Speaking with confidence will enable you to transform both your own life and the lives of those around you.

Speaking for Yourself – Often people feel that they have a great deal to say or contribute but they may lack the confidence to offer their opinion or initiate a conversation. Throughout this section of the course, you will discover that you have a great deal to offer and that people are genuinely interested in what you have to say and how you feel about a number of issues.

Speaking for the Classroom – The ability to present your ideas to a group of your peers in an entertaining and informative manner is a skill that will help you in your academic subjects. In the senior grades you are often called upon to present seminars, speeches and reports to your classmates. In this section of the course, we will examine ways to ensure that you are well prepared, knowledgeable about your audience/purpose, conscious of a variety of approaches or techniques and confident in your ability to get your message across.

Speaking for Careers/Workplace – In the near future, you will be seeking full-time employment and currently you may be working on a part-time basis; thus, we will examine the role communication plays in the workplace. Often, how we communicate may determine:

- Whether we get the job we desire;
- Whether we sell our product;
- Whether we enjoy our work environment with our peers.

Employers are looking for people with the ability to express themselves well and work cooperatively with a group/team towards a common goal.

Speaking for the Community – Often people are provided with the opportunity to talk to a group at a social gathering in order to express their feelings about a specific topic, event or person. These are wonderful experiences; having the confidence to speak in public will enable you to seize these opportunities. It is gratifying to be the Master of Ceremonies, toast the Bride/Groom, or deliver a Eulogy. These are precious moments in our lives and we want to be able to communicate how we feel and what we believe in to the people who are closest to us.

Each of us within this room has the ability to be an effective communicator and express what we feel to others. It will be our goal to discover the communicator within us and provide one another with the opportunities and encouragement needed to improve our speaking and presenting skills.

Appendix 1.B

Glossary of Terms Associated with Communication

Anecdote
Audience
Colloquial Expressions
Connotative
Denotative
Gestures/Gesticulation
Non-Verbal Communication
Purpose
Style
Tableau
Thesis
Tone

Appendix 1.C

Radio Station Play List Activity

Your group has been selected to act as program directors for our high school radio station. The administration has informed you that a pre-approved list of 15 CDs are provided for you monthly. However, you only have the budget to purchase six of these CDs. It is your responsibility to ensure that a wide variety of musical tastes are represented on the station. Here is your first list of 15 titles. Please be aware that your group is expected to:

- Agree as to what will comprise the final list
- Be prepared to defend your choices both in oral and written form.
- Be respectful of everyone and their choices.

Here is your Top 15 list:

1. Metallica (Heavy Metal)
2. Madonna (Dance/Pop)
3. N'Sync (Dance/Pop)
4. Tragically Hip (Rock)
5. Rascalz (Rap)
6. Garth Brooks (Country)
7. Greatest Dance Hits (Dance)
8. Green Day (Punk)
9. Limp Bizkit (Punk/Rap/Rock)
10. Shania Twain (Country/Pop)
11. The Classical Experience (Classical)
12. Shaggy (Reggae)
13. Celine Dion (Pop)
14. Elvis Presley (Old Rock)
15. Offspring (Punk/Alternative)

Appendix 1.D

What's My Sign?

The following activity will encourage you to incorporate the lessons that you have learned regarding the power of language, the use of symbols, and effective ways to express yourself in a public forum.

1. Initially, you must choose one word or phrase that expresses who you are as a person. The idea being that if I saw you in a hallway with this word on, I would be able to get a sense of who you are (e.g., your personality, philosophy of life, interests, etc.). You must use an ORIGINAL phrase and not something plagiarized such as "JUST DO IT" or a cliché such as love. The word should apply to you as an individual and not people in general.

2. You are expected to create a visual to bring your word or phrase to life. The visual should be bold and easy to read. It will also be necessary for you to be able to wear this sign and thus you will become a "Human Billboard" but this time you will not be discussing a product but rather yourself.

3. You are expected to produce a three to five minute speech that will inform your peers what the connection is between you and the accompanying visual. In your speech you will discuss:
   - The connection between yourself and this word;
   - The meaning behind the visual which accompanies this particular word or phrase (e.g., the colours, pictures selected);
   - You may choose to use personal anecdotes in your speech;
   - The purpose of the speech will be to entertain and inform, but your tone may be comedic or serious.

4. The project will be marked using two essential criteria:
   - the effort put forth in creating your sign and establishing a clear connection between the word and symbol;
   - your ability to communicate orally with classmates utilizing the qualities of an effective speaker (e.g., eye contact, pacing, etc.).

5. The day prior to the presentation, you are expected to show your teacher a copy of the final draft of your speech. Your artwork need not be submitted until the day of your presentation. There will be no impromptu or spur of the moment speeches and you will be required to submit a written copy of your speech.

Draft of Speech due:

Presentation Date:

Unit 4: Speaking for the Community

Time: 25 hours

Unit Description

Students develop an understanding of effective speech and communication as it occurs in the world around them. Students become aware of the cultural conventions of communication and how these differences affect presentations. Students create authentic presentations for children, the community, and social occasions (both formal and informal). Activities may include formal speeches; storytelling; small talk; debates or town hall meetings; and a panel discussion. In the culminating task, students choose one major presentation from Unit 4 to 'refine' and 're-present' while developing strategies to deal with potential problems during performances.

Unit Synopsis Chart

For more information on the expectations and assessment see the full Unit Overview Chart in the Course Overview.

Activity 4.1	Children's Storytelling	300 minutes
Activity 4.2	Social Occasions	360 minutes
Activity 4.3	Community Presentations	600 minutes
Activity 4.4	Culminating Task – The "How to Deal with Problems" Presentation	240 minutes

Unit Planning Notes

- Review the activities outlined in the unit and identify arrangements that may need to be made in advance.
- Prepare to introduce the culminating activity early on in the unit, and to remind students during each activity to retain the rubrics and feedback to help with their final presentation.

Activity 4.1: Children's Storytelling

Time: 300 minutes

Description

This initial activity aims to provide students with the opportunity to practise many of the skills that have been previously taught in Units 1 to 3. The activity focuses on children's literature and interaction with children.

Strand(s) & Learning Expectations

PPV.02 - plan presentations for specific purposes and audiences;
PP1.01 - identify the presentation form appropriate for a specific purpose and audience;
PP1.02 - identify the presentation form appropriate for a specific purpose and audience;
PP1.05 - identify elements of style and organization in oral narrative;
PP2.01 - select an appropriate oral presentation form for a specific purpose and audience;
PP2.02 - analyse the context and the needs of the audience when planning an oral presentation;
PP2.04 - apply knowledge of the characteristics of effective presentations in planning a variety of presentations for a range of audiences;
MPV.01 - communicate orally for a variety of specific purposes and audiences, using the forms, language, and techniques of effective oral presentations;
MP1.01 - make presentations in a variety of forms for various purposes and audiences;

MP1.02 - use appropriate and effective language in oral presentations;
MP1.03 - use appropriate techniques in oral presentations;
RP1.02 - assess the effectiveness of a presenter's ideas, arguments, and organization;
RP1.04 - provide objective and constructive feedback on rehearsals and presentations by peers.

Prior Knowledge & Skills

- Some knowledge of the basic needs of children.
- An understanding of the hero model (from Grade 9 English).
- Peer-assessment skills.

Planning Notes

- Create a link with one of the following:
  - Primary classroom teacher (perhaps a feeder school)
  - Nearby local daycare centre
  - early childhood education centre for 4.1.6.
- Prepare a proposal for the linked teacher or childcare worker with reliable timelines and proposed activities for the day of the presentations. The linked teacher or childcare worker will have the opportunity to make requests for alterations to also meet his/her own curriculum expectations.
- Arrange for a guest storyteller (e.g., another teacher, a community member, or a professional storyteller) if desired for 4.1.2.
- If time permits, consider having students generate a rubric for the presentations to children (Activity 4.1.6), rather than using the one provided (Appendix 4C). The rubric should be customized to represent the class's findings on the needs of children (Activity 4.1.4).
- Consider using a video clip (e.g., *The Princess Bride*) that demonstrates how to engage a child in an oral narrative. The teacher may plan for a guest speaker (in 4.1.2) to introduce oral narrative.
- Determine procedure for sign-up such as posting a list of presentation formats (play, puppet show, storybook, oral story) to ensure a variety of presentations.
- Prepare the autobiographical story for use in 4.1.1 to model storytelling.

Teaching/Learning Strategies

4.1.1 Student Activity: Students examine Appendix 4A and then listen to and mark the teacher's autobiographical oral story in order to become familiar with the expectations of this exercise. Students decide upon their items of personal significance and their stories. Students practise their stories orally in class or as homework and then present their stories to the class.
Teacher Facilitation: The teacher reviews the marking scheme (Appendix 4A) and then tells an autobiographical story of their own (inspired by some item of personal significance) in order to model what is expected. The teacher provides strategies for remembering content when telling a story.

4.1.2 Student Activity: After exposure to a number of traditional oral stories, students work in groups to identify the characteristics of, and the similarities and differences between, oral stories. Each group also makes guesses as to the use of the story within the culture that it was originally told (e.g., was it told to preserve history, to entertain, to inspire, or to cure illness?). Students then make a note on the characteristics of oral narrative in various cultures.
Teacher Facilitation: The teacher tells stories as a model or uses a guest storyteller (see Resources). Teacher must ensure that there is a wide cultural representation within the stories. The teacher circulates among students during group work to provide prompts where necessary. The teacher generates a note on the characteristics of oral narrative.

4.1.3 Student Activity: Students listen to the reading of three children's stories. Students discuss variations in the readings to discover how to engage children.
Teacher Facilitation: The teacher outlines the storytelling assignment, and then presents three children's stories to the class. The first presentation makes use of the storybook only (so that the teacher can read what is on the page). The teacher does not turn the book around to show pictures and does not engage the audience. The teacher presents a second story and shows the pictures, but the pictures should be small and perhaps in black and white. The teacher does not engage the audience. The final presentation uses a book with many coloured pictures. The teacher uses engagement strategies such as: inflecting the voice, showing the pictures, calling attention to details and asking the audience to find things in the pictures. (The teacher may alter the order of the readings so that the best one is not last). The teacher facilitates a discussion that analyses the three presentations and calls attention to those aspects of the readings that would appeal to a young audience.

4.1.4 Student Activity: Students brainstorm the needs of children based on personal knowledge. Students each get four sticky notes. They write one need on each sticky note, under the following headings: Physical needs of Children, Social Needs of Children, Emotional Safety Needs of Children and Learning Style Needs of Children. They post these sticky notes on corresponding pieces of chart paper. Students circulate to review the ideas of their peers and to add one strategy for each need, thus creating a basis for their action plans. Students fill in an Action Plan based on Appendix 4B that outlines the needs of children the class will visit.
Teacher Facilitation: The teacher provides a brief lesson to outline the needs of children. The teacher may choose to cover Maslow's hierarchy of needs and briefly discuss how this applies to the needs of children. The teacher circulates during the brainstorming session and then oversees the filling out of accurate Action Plans based on Appendix 4B. The teacher also supplies information regarding the space where students will be presenting their stories, so that students can take logistical issues into consideration (e.g., space for a play, lighting, possible distractions, and resources).

4.1.5 Student Activity: Students review the rubric (Appendix 4C). In small groups, students brainstorm the qualities of a hero and review the hero model. Students make use of the knowledge of the hero model, the Action Plan and the logistics of the presentation setting, and plan, write, and practise their presentations.
Teacher Facilitation: The teacher reviews assignment and evaluation rubric to assist in student planning for their creation of a story. The teacher monitors a brainstorm session on the topic – what makes someone a hero? The teacher leads a review of the hero model. Then teacher circulates during planning and practise time to ensure that the stories are appropriate to the age level and that they take the needs of children (Action Plan) into account.

4.1.6 Student Activity: All students travel together to one place for presentations and present their storybooks, plays, oral stories, and puppet shows to the children. Students use the "Peer Assessment" side of the rubric (Appendix 4C) to assess their peers as they present, in order to provide peer feedback to one another. A student (or group of students) thanks the children.
Teacher Facilitation: The teacher ensures all permission forms are in and are filled out correctly. The teacher ensures all students have paid for transportation if necessary. The teacher travels to the location with the class and views presentations. The teacher makes notes on each presentation and fills out rubrics for evaluation (Appendix 4C). The teacher (in advance) appoints a student, or group of students, to thank the group for having the class in to present.

Assessment & Evaluation of Student Achievement

Task	Tool	Category	Learning Skill
Autobiographical Stories	Marking Scheme	Knowledge Thinking Communication Application	Initiative Organization Works Independently
Assessment of Needs of Children	Action Plan Checklist	Knowledge Thinking	Initiative Works Independently
Student Performances (Teacher for evaluation, Peer for feedback)	Rubric – Teacher Side (for evaluation) and Peer Side (for feedback)	Knowledge Communication Application	Initiative Teamwork Organization

Accommodations

- If a student has chosen to present to a smaller group, teacher provides an appropriate level of progression. If a student has previously presented to the teacher only, this time they could present to the teacher and four others.
- Provide photocopy of note on characteristics of oral narrative (with blanks).
- Provide charts for organizing findings and to provide prompts for Activity 4.1.3.
- Display information regarding the needs of children and the characteristics of the hero to prompt students who may have difficulty recalling previously taught information.
- Provide a hero pattern template, so that a group can complete story information to ensure that it meets the rubric expectations.
- Allow students who may have less "presentation confidence" to take part in the puppet show, for example, if it helps them to feel more comfortable.

Resources

Story Teller Resources

http://www.unr.edu/nnap/NT/st-2.htm – Native Oral Tradition

www.masconline.ca – MASC – M – Artists for Schools and Communities (Ottawa based)

www.storytellingtoronto.org – Storytellers School of Toronto will give lists of storytellers in your area

www.niagara.com/~sccc/sc.htm (temporary address) – Directory for Storytellers of Canada will list storytellers in your area

http://www.lis.uiuc.edu/puboff/catalog/storytelling/index.html – Additional Storytelling Web Site

http://www.pbs.org/wgbh/pages/frontline/shows/religion/story/oral.html – Additional Storytelling Web Site and Oral Tradition Information

Children's Literature Online Resources

http://www.ala.org/booklist/v94/002.html – Children's Literature Booklists

http://www.barnesandnoble.com/subjects/children/children.asp – lists of current books for children

http://www.cbcbooks.org/ - Lists of current books for children

http://www.acs.ucalgary.ca/~dkbrown/ - The Children's Literature Web Guide

Children's Literature Book Resources

Andrews, Jan. *Out of the Everywhere – A collection of Oral Stories*. Excellent stories and wonderful illustrations.

Munch, Robert. *The Paper Bag Princess*. Introduces the concept of gender roles and bias.

Teaching Aids

http://www.cbcbooks.org/navigation/teachindex.htm.htm – can be used to search for lessons on particular books; for example, entering the title The Very Last First Time, by Jan Andrews, will provide links to five lessons on that book for use in the classroom.

Appendices

Appendix 4A – Marking Scheme
Appendix 4B – Needs of Children Action Plan Checklist
Appendix 4C – Rubric – Teacher and Peer

Activity 4.2: Social Occasions

Time: 360 minutes

Description

Students explore cultural differences in terms of non-verbal and oral communication. Students participate in discussions about discrimination and diversity. Students develop an awareness of the importance of inclusive language in order to recognize the diversity of an audience. Students learn anti-discriminatory language and practice their 'small talk' ability. Students create announcements, invitations, and speeches for formal occasions.

Strand(s) & Learning Expectations

PPV.01 - identify and analyse the characteristics of effective presentations;
PPV.02 - plan presentations for specific purposes and audiences;
PP1.07 - describe conventions of oral and non- verbal communication in various cultures and how they affect the delivery of oral presentations;
PP2.04 - apply knowledge of the characteristics of effective presentations in planning a variety of presentations for a range of audiences;
MPV.01 - communicate orally for a variety of specific purposes and audiences, using the forms, language, and techniques of effective oral presentations;
MP1.01 - make presentations in a variety of forms for various purposes and audiences;
MP1.02 - use appropriate and effective language in oral presentations;
MP1.03 - use appropriate techniques in oral presentations.

Prior Knowledge & Skills

- Students must be able to operate a tape recorder or find a classmate who can help.

Planning Notes

- The teacher ensures that the classroom remains 'safe' during all discussions of cultural differences and diversity. If a student makes an intolerant comment, the teacher must respond in a way that protects the dignity of all people. Students must be reminded about discretion and confidentiality, and the ability to self reflect; they need to consider and possibly comment on the habits of their family and friends, as well as their own.
- The teacher should avoid 'pointing out' or assuming cultural differences in any student.
- Sensitivity and compassion are key characteristics that must be stressed in these activities. If a student has had a recent death in the family, the student might find the discussion and creation of eulogies overwhelming, and instead may wish to do an acceptance speech and not participate in the eulogy discussions. The teacher may choose to avoid eulogies altogether in certain circumstances.

- The teacher may need to provide definitions of racism, sexism, classism, ageism, and homophobia so that students can effectively discuss these issues. The teacher might consult the section on power and privilege from the course profile for Grade 10 Applied English for some added resources.
- During the discussion on discrimination (4.2.2) and using inclusive language, the teacher may want to discuss the importance of 'naming' to historically marginalized groups. This discussion might cover: who has the right to use which names; why those names were/are empowering (e.g., the history of the changing names: 'coloured' 'negro' 'black' 'afrocentric' 'African American' 'people of colour') – see Lorde, hooks, and Moraga in Resources
- The teacher may choose to use the Internet; there are excellent quizzes and statistics on nonverbal communication available on the web sites listed in the Resources section (4.2).
- Consider inviting a drama colleague into the classroom for improvisational activities.

Teaching/Learning Strategies

4.2.1 Student Activity: Students discuss and develop cultural sensitivity in terms of non-verbal and oral communication. Students talk about their own friends, communities, and families in relation to the chart. *Teacher Facilitation:* The teacher provides a chart like the following and engages students in a discussion of non-verbal and verbal communication, building on Activity 1.5. The teacher emphasizes that in order to be an effective presenter, a speaker must consider cultural diversity.

NON-VERBAL COMMUNICATION

Facial Expression	In some cultures, a smile may mask embarrassment or pain whereas in others, a smile reveals happiness. In addition, facial expressions are varied and vivid in some cultures, whereas in others, a calm facial expression is polite
Gestures	In some cultures, a 'thumbs up' sign is obscene whereas in others, it is positive
Eye Contact	In some cultures, direct eye contact is rude; however, in others, it is seen as a sign of honesty, especially during a job interview
Personal Space	An individual's 'comfortable space zone' differs according to his/her society and self perception. In some cultures, the comfort zone is about 2 feet around a person; in other cultures, it may be much smaller or larger.
Patterns of Touch	In some cultures, public signs of affection (kissing) are frowned upon, whereas in others, friends may greet one another with quick kisses.
Tone of voice	In some cultures, a voice that 'goes up' at the end of a sentence is seen as polite, whereas in others, it is seen as insecure.

VERBAL COMMUNICATION

Apology	In some cultures, frequent apologizing is considered polite and formal, even when, in another context, an apology would not be necessary
Silence	In some cultures, silence is valued as a time for reflection, whereas in others, silence is often perceived as awkward
Self promotion	In some cultures, saying positive things about yourself is difficult because it is seen as boasting; however, in another culture, it is crucial to highlight your achievements in a job interview
Gender Dynamics	In North America, women tend to apologize before they state a differing opinion; ask 'encouraging' questions that maintain conversation (e.g., "What was that like?"); use qualifiers when expressing ideas. See Deborah Tannen resource. There are gender dynamics in every culture that affect the way men and women communicate.

4.2.2 Student Activity: Students participate in a discussion on discrimination.
Teacher Facilitation: The teacher provides definitions of the 'isms' (racism, sexism, classism, ableism, ageism, homophobia) and facilitates a discussion of the harmful consequences of discrimination. Then, the teacher explains that when students present in school and in the community, they must take into account the diversity of the audience and aim to include all members by using inclusive language. The teacher provides samples (Appendix 4D) to show how to use gender inclusive language.

4.2.3 Student Activity: Students participate in a discussion where they answer the questions: When have you made 'small talk'? How do you feel when you run out of things to say or questions to ask and what do you do about it? Then, students participate in whole class improvisations and drama games to do small talk.
Teacher Facilitation: The teacher explains that two keys to maintain small talk are:

- Ask people open-ended questions. Most people like to talk about themselves.
- Discuss non-threatening topics that are age-appropriate for the other person. For example: weather, traffic, and work for adults; school, movies, television shows, and hobbies for adolescents

Next, the teacher facilitates a whole class improvisation.

a) Students walk around the room. While walking around, students are given a specific occasion (wedding) and an index card with a 'persona' (mother of the bride). On the teacher's signal, each student must stop and talk with the closest person on the right. This can be repeated often, and students must find a new person to talk with for each situation.
b) The teacher can add to this improvisation by having students get into pairs, label themselves "A" and "B" and giving each set a specific role. For example: you are both in the doctor's office. "A" is a 10-year-old with a broken arm and "B" is an elderly person in for a regular checkup.
c) If the teacher has two confident students who are willing to improvise in front of the class, use them as models for "how to do small talk" in (a) or (b) above.

Finally, the students brainstorm topics for small talk with parents, compared to grandparents, compared to friends. Then, students discuss how 'small talk' is different depending not only on audience, but context: (e.g., talking with your best friend, at a movie, in the classroom, at a family dinner, at a funeral).

4.2.4. Student Activity: Students examine and create oral and written announcements and invitations.
Teacher Facilitation: The teacher instructs students to create a PA announcement for an upcoming dance. After some sharing, class comes up with a list of necessary information that should go into the announcement. Each student makes up a new announcement for an upcoming school activity, taking into account the necessary information. Teacher stresses that the announcements must be clear and brief. The teacher invites a few students to share their announcements orally and praises the strengths in each one. Then, students examine examples of written announcements from the newspaper (births, birthdays) and create their own example of one. Next, students examine examples of written invitations (party, wedding invitations and phone invitations). Then, each student must submit one written announcement or invitation of 75 words or less and audiotape one oral announcement or invitation of 30 to 60 seconds for checklist assessment by the teacher.

4.2.5. Student Activity: Students brainstorm answers to the question: What would I like people to say about me when: I graduate?, win an award? commit to a lifelong partner?, retire?, and die? Then, students view and analyse the effectiveness of a famous speech (such as Cuba Gooding Junior's Grammy acceptance speech, or Justin Trudeau's eulogy for his father, and prepare and present a 500-word wedding, graduation or acceptance speech, or eulogy. Student may choose to write a speech for him/herself, friend or family member. Students should be reminded to focus on 'positive' memories and events when writing formal speeches. If a wedding, graduation or acceptance speech is chosen, students may be encouraged to consider humour to engage audience.

Teacher Facilitation: The teacher emphasizes the use of enhancing devices for formal speeches, such as quoting poetry, song lyrics or famous sayings; using storytelling; appealing to emotions in the audience; and ensuring that inclusive language and non-offensive material is used. Teacher should remind students that there are mixed ages in the audience. Teacher assesses each speech on a rubric that reflects the use of enhancing devices and inclusive language. The teacher must remember to leave a blank space on this rubric so that a student can add in criteria during Activity 4.4: The Culminating Task.

Assessment & Evaluation of Student Achievement

Task	Tool	Category	Learning Skill
4.2.4 Written and Oral Announcement and Invitation	Checklist (Appendix 4E)	Communication Application	Initiative Organization
4.2.5 Speech	Rubric (teacher-generated)	Knowledge Thinking Communication Application	Works Independently Organization

Accommodations

- Provide charts, lists, and visual organizers to present ideas.
- If a student cannot access audiotape equipment in school, allow time for a short oral presentation to teacher.
- If a student has been presenting to smaller groups during this course (1 person, then 2, then 4 etc), the teacher provides an appropriate level of progression for final speech.

Resources

Allen, Woody. "My Speech to the Graduates." *Essays, Thought and Style*. Toronto: Prentice Hall, 1987. ISBN 0132835738. A satirical essay that gives advice to high school graduates.

Archer, Dane. *The Human Face: Emotions, Identities and Masks* (video-recording). California: University of California Extension Centre for Media, 1996. A video that demonstrates what our face, especially our eyes, reveal about us.

Hooks, Bell. *Outlaw Culture: Resisting Representations*. New York: Routledge, 1994. Analysis of 1990s cultural texts and language in terms of race, class, gender, and sexuality, such as Spike Lee films.

Lorde, Audre. *Sister Outsider*. California: The Crossing Press, 1984. ISBN 0895941414. Speeches and essays on power and privilege in terms of race, class, gender, and sexuality.

Miller, Casey and Kate Swift. *The Handbook of Nonsexist Writing (2nd Edition)*. New York: Harper and Row, Publishers Inc., 1988. A book with extensive alternatives for sexist language.

Moraga, Cherrie and Gloria Anzaldua. *This Bridge Called My Back: Writings by Radical Women of Colour*. New York: Kitchen Table Women of Colour Press, 1983. ISBN 091317503X. Interviews, speeches, and essays on discrimination and the power of language.

Morris, Desmond. Bodytalk: *The Meaning of Human Gestures*. Crown, 1995. This work explains his conclusions about the meaning of human gestures.

Nair, Savitry and Desmond Morris. "Hands that Speak Volumes". *UNESCO Courier*, September 1993. Morris' case study of the special role of hand gestures, 'Mudra', in Indian culture.

Stage Fright Productions. *Body Language: An Introduction to Non-Verbal Communication* (video recording). Learning Seed, 1993. A teaching video that will help students become master communicators; it provides comments on gestures, signals, eye contact, posture, and personal space.

Websites

www.georgetown/edu/tannen/ – Home page for Deborah Tannen, with links to articles and books on workplace communications and gender differences.

worWysiwyg://68/http://school.discovery.com/lessonplans/programs/thehumananimal/index.html – specific lesson plans to teach non-verbal communication

http://zzyx.ucsc.edu/~archer/ – -excellent videotape series on nonverbal communication; website contains some examples of different facial expressions and gestures and how they are interpreted in Japan, France, and Iran.

http://www.cal.org/ncle/digests/Speak.htm – discusses the issue of speaking skills in the adult ESL classroom. It describes what speaking involves and what good speakers do in the process of expressing themselves.

http://intermundo.net/faq/kinesics.shtml – -a set of fact sheets on nonverbal communication

http://www.shinnova.com/part/99-japa/abj17-e.htm – -nonverbal communication in Japan

http://members.aol.com/katydidit/bodylang.htm – provides statistics and research on nonverbal body language, especially in an American context

Nonverbal communication in the business world

http://www.bizmove.com/skills/m8g.htm – nonverbal communication in the business world and how it relates to being part of a team

http://www.houckassociates.com/hint6.htm – statistics and facts about all forms of nonverbal communication as well as helpful hints

http://www.onlinewbc.org/Docs/market/mk_appear_nonverbal.html – how to make an entrance, use body language, and gesture effectively

http://www.cyberbeach.net/~willows/cupw/local/site/body.htm – How to present yourself well; using body language and nonverbal communication; provided by a Sudbury union

http://www.pertinent.com/pertinfo/business/exercises/nonverbal.html – Five-question quiz on nonverbal communication

http://www.uwindsor.ca:7000/comm.stud/rlewis/C101/lecture5/tsld006.htm – a *PowerPoint* presentation with some helpful subsections and headlines

Activity 4.3: Community Presentations

Time: 600 minutes

Description

This activity develops students' ability to develop an argument on a current issue logically and support it with researched material. Students also present arguments to members of the community in a panel discussion. This activity allows students further practice speaking in a formal setting. Students may refine their presentation in 4.3.4 for the culminating Activity 4.4.

Strand(s) & Learning Expectations

PPV.01 - identify and analyse the characteristics of effective presentations;
PPV.02 - plan presentations for specific purposes and audiences;
PP1.04 - analyse the use of rhetorical and stylistic devices in oral presentation;
PP1.06 - explain the techniques effective speakers use to make convincing presentations;
PP2.02 - analyse the context and needs of the audience when planning an oral presentation;
PP2.03 - select relevant and significant information from research to suit the purpose and audience;

PP2.04 - apply knowledge of the characteristics of effective presentations in planning a variety of presentations for a range of audiences;
MVP.01 - communicate orally for a variety of specific purposes and audiences, using the forms, language, and techniques of effective oral presentations;
MP1.01 - make presentations in a variety of forms for various purposes and audiences;
MP1.02 - use appropriate and effective language in oral presentations;
MP1.03 - use appropriate techniques in oral presentations;
MP2.01 - create and use appropriate visual aids, such as flipcharts, posters, transparencies, slides, videos, tables, and graphs, to clarify meaning in presentations;
RPV.01 - produce personal and critical responses to a variety of presentations;
RP1.01 - use techniques of effective listening to understand ideas and information in presentations;
RP1.03 - assess the effectiveness of techniques used in oral presentations;

Prior Knowledge & Skills

- Students must have some ability to provide and use peer assessment
- Students must be familiar with research and documentation methods.

Planning Notes

- Consider the forums and issues best suited to the needs and abilities of the class and how to review the structure of the forum with students. See Appendix 4H for basic guidelines. One issue could be addressed by the whole class if a town hall meeting is chosen, or several issues could be presented if a debate forum is chosen.
- Consider the requirements for different physical organization of classroom space and roles for students, as well as the need for different criteria depending on the forum chosen. Check with teachers of other subject areas, for ideas and resources on simulations. Science, Geography and History often use simulations.
- Consult teachers of other subject areas for topic ideas for the panel discussion to which their classes could be invited.
- Consult the teacher-librarian to determine the resources available.
- Consider using a clip from Speaker's Corner for initial activity, if available.
- Review the format for personal response and stages of writing process introduced in Unit 1, Activity 2 as well as appropriate persuasive language techniques introduced in Unit 2.
- Plan the panel discussion in order to accommodate schedules of community members.
- Consider the use of a Works Cited page to verify sources. The teacher may wish to remind students to check the validity of information on the Internet.
- Arrange alternate facilities (Library/Resource Centre or Computer Lab) to meet student requests.

Teaching/Learning Strategies

4.3.1 Student Activity: Students brainstorm list of relevant and personal issues to prepare a 30-second stance. Once issue(s) are chosen, students prepare and rehearse presentations, with the understanding that they will be taped. Students make presentations. Students view videotaped presentations and complete self-assessment using the rubric from 4.2. Students generate a list of criteria for developing and presenting effective arguments.
Teacher Facilitation: The teacher introduces the task and assists students in creating list of issues. The teacher may bring in local newspapers or periodicals to generate ideas. The teacher circulates among students to offer feedback and suggestions. Presentations are videotaped, if possible. The teacher aids students in creating criteria for developing and presenting a logical argument, reminding them to avoid sweeping generalizations. (See Appendix 4F for suggestions.)

4.3.2 Student Activity: Students take notes on copyright awareness and complete an open-book quiz.
Teacher Facilitation: The teacher provides lesson on copyright awareness and provides quiz (see Appendix 4G). The teacher should connect copyright awareness to the importance of academic honesty.

4.3.3 Student Activity: Students clarify their understanding of the assignment and then generate criteria for evaluation rubric. Students research selected issue, take notes and document sources. Students prepare arguments using criteria developed earlier. Students present speeches and assess peers using rubric generated by the class.
Teacher Facilitation: The teacher introduces a simulation activity (see Appendix 4H) and reviews structure as well as proper research and documentation methods required. The teacher leads discussion in generating an evaluation rubric (see Appendix 4I for beginning template.) Depending on the forum chosen, teacher assigns specific tasks/roles. The teacher circulates among students and offers suggestions and feedback as students prepare and rehearse. The teacher evaluates student presentations using evaluation rubric (Appendix 4I).

4.3.4 Student Activity: Students participate in a discussion to identify an issue for which they can invite community members for a panel discussion. The class generates a list of community members involved in the issue, and then students complete one of the tasks required for the panel discussion. They also prepare pertinent statements and/or questions for the panel, carrying out additional research if necessary. Students participate in the panel discussion presentation, either in a specific role or asking a question as a member of the audience, and make notes in preparation for their response paper.
Teacher Facilitation: The teacher facilitates discussion, encouraging students to consider an issue from 4.3.4 or to generate new ideas, possibly from other courses they are taking. The teacher helps students to generate a list of community members to invite and the requirements for a successful presentation: invitations to community members; organization of space; invitation of additional audience members (administrators, another class); introduction and thanking of the panel; moderating the panel. The teacher assigns these responsibilities as tasks for individual students or groups. The teacher also outlines the requirement for a response paper using Criteria for Developing and Presenting a Logical Argument/Evaluation Rubric. The teacher circulates among students to help generate questions and statements, and ensures that the panel discussion runs smoothly.

4.3.5 Student Activity: Students write a response to the panel discussion, in which they highlight the key issues discussed by the panel, and summarize the arguments made by at least one speaker. Students carry out paired peer editing of their response paper before submitting them to the teacher.
Teacher Facilitation: The teacher assesses responses using previous assessment criteria for personal response papers.

Assessment & Evaluation of Student Achievement

Task	Tool	Category	Learning Skill
30-second Stance	Previous Rubric	Knowledge/Understanding Communication Application	Organization Works Independently
Copyright Quiz	True and False Quiz	Knowledge	Works Independently
Debate or Mock Assembly or Town Council Meeting	Rubric generated by students/ teacher	Knowledge/Understanding Thinking/Inquiry Application Communication	Teamwork Organization Initiative
Response Paper	Marking scheme	Knowledge/Understanding Thinking/Inquiry Application Communication	Initiative Works Independently

Accommodations

- Provide charts for organizing information.
- Provide more time if needed or other assistance (scribe, organizer)
- Students experiencing a high level of anxiety may be assigned role/task in chosen forum and panel discussion best suited to their level of comfort.

Resources

Local newspapers and periodicals

Dawe, Robert, Barry Duncan and Wendy J. Mathieu. *ResourceLines 9/10.* Scarborough: Prentice-Hall, 1999. ISBN 0-13-012922-4

http//www.trytel.com/~pbkerr/copyright.html

Activity 4.4: Culminating Task – The "How to Deal with Problems" Presentation

Time: 240 minutes

Description

This final activity aims to help students further develop their polishing skills in an oral presentation. Students revise and re-present an earlier oral presentation from this unit; however, this time, the teacher creates a 'problem' that the student will have to solve during the presentation. Emphasis is placed on helping students create alternative strategies in a difficult situation.

Strand(s) & Learning Expectations

PPV.01 - identify and analyse the characteristics of effective presentations;
PP2.05 - select and use effective rehearsal strategies to practise and polish a presentation;
MPV.01 - communicate orally for a variety of specific purposes and audiences, using the forms, language, and techniques of effective oral presentations;
MPV.02 0 - use a variety of visual aids and technologies to clarify meaning and enhance the impact of presentations;
MP1.01 - make presentations in a variety of forms for various purposes and audiences;
MP1.02 - use appropriate and effective language in oral presentations;
MP1.03 - use appropriate techniques in oral presentations;
MP1.04 - monitor audience reactions during a presentation and adapt delivery;
MP2.01 - create and use appropriate visual aids, such as flipcharts, posters, transparencies, slides, videos, tables, and graphs, to clarify meaning in presentations;
MP2.02 - select and use appropriate technologies, such as videotapes, projectors, presentation software, and computers, to enhance the effectiveness of presentations;
RPV.01 - produce personal and critical responses to a variety of presentations;
RP1.05 - compare their current oral communication skills with those required for effective presentations and create a plan for improvement.

Prior Knowledge & Skills

- Students must have some ability to self assess and an ability to make meaningful use of peer and teacher feedback.
- Students must have kept past rubrics and marking sheets done during Unit 4.
- Students need to draw on their problem-solving abilities.

Planning Notes

- To be consistent with current assessment strategies, the new mark generated by re-working a previous presentation should replace the previous mark, as it reflects the most recent level of achievement.
- If a student has achieved a level 4 in all previous activities in this unit, that student may be permitted to bring in a presentation from another course to revise instead.
- Make arrangements for technology requirements for student requests, if possible.

Teaching/Learning Strategies

4.4.1 Student Activity: Students, with teacher guidance, choose their own best 'major' performance from Activity 4.1, 4.2, or 4.3 and refine it by adding in at least two new elements and using earlier peer and teacher assessment from this unit.
Teacher Facilitation: The teacher assists students in choosing most appropriate performance to refine. The teacher helps students brainstorm a review list of elements from Unit 2. Once list is generated, the teacher assists students in choosing elements which are both appropriate to the presentation and comfortable for the student to use. The teacher may wish to review enhancing techniques learned in Activity 2.2.

4.4.2 Student Activity: Students generate a list of strategies to deal with problems which may arise during presentation. Students role play possible scenarios and make use of strategies and problem-solving techniques. Students discuss effectiveness of strategies used.
Teacher Facilitation: The teacher creates a chart that lists problems and solutions (e.g., problem is overhead does not work, solution is check plug, bulb, switch). The teacher may ask students to state, in one word, how they feel about dealing with problems that will arise. The teacher uses each student's one word stress level as a guide to determine which problems are better suited to each student. For example, a confident student may be given a challenging problem (e.g., there is no overhead projector to use) whereas a less confident student may be given a less challenging problem (e.g., the overhead is unplugged).

4.4.3 Student Activity: Students provide criteria for assessing their response to problems and questions.
Teacher Facilitation: The teacher reviews previous rubrics from Unit 4 with the class and ask students to add one new criteria: the student's ability to respond to problems and questions.

4.4.4 Student Activity: Students rehearse presentations.
Teacher Facilitation: The teacher circulates among students as they rehearse and offer feedback and suggestions. The teacher also asks each student one 'practice' question, in order to get students comfortable with responding to unforeseen questions.

4.4.5 Student Activity: Students present new and improved presentation. When individual presentation is complete, student completes Mastery Skills Checklist (Appendix 4J) to assess mastery of presentation skills and response to problem/question. Student then creates a plan for improvement to prepare for Unit 5.
Teacher Facilitation: The teacher evaluates refined presentation using a 'revised' rubric from Activity 4.1 or 4.3 (the teacher has added one criteria: ability to respond to problems) and creates an appropriate problem for each student. At the end of each presentation, the teacher asks one question of each presenter (students are encouraged to ask questions of their peers). The teacher returns rubric to students so they can compare both presentations. If a student has not improved, this may indicate a high level of stress with change and problems. The teacher can counsel the student to include practical strategies to reduce stress in their improvement plan.

Assessment & Evaluation of Student Achievement

Task	Tool	Category	Learning Skill
Refined Performance	Rubric (with added criteria)	Knowledge Thinking Communication Application	Initiative Organization Works Independently
Self-assessment	Mastery Skills Checklist	Thinking Application	Works Independently

Accommodations

- Provide charts for organizing information.
- For a student who is experiencing a high level of anxiety, the teacher may inform student of the specific difficulty that will arise and allow student to prepare a solution beforehand; also, the teacher could tell the student the question that will be asked of them.
- If a student has chosen to present to a smaller group, teacher will provide an appropriate level of progression (e.g., present in front of four people, and then eight people).

Appendices

Appendix 4A – Marking Scheme for Autobiographical Story Evaluation

Appendix 4A

Marking Scheme for Autobiographical Story Evaluation

Name:

Criteria

Presentation Style		
Voice (clear, good volume)	4	
Eye Contact (with audience)	3	
Body Language (effective and enhancing)	3	
Content		
Clear Introduction (of items)	2	
Relevance (of Choice) of Items	3	
Interest Created (engagement of audience)	3	
Autobiographical (relates to personal history)	3	
Clear Ending	2	
Completeness/Work Habits		
Ready on Time	2	
Items are (carefully) pre-selected	2	
Three Stories (relating to three Items)	3	Total /30 Marks

Appendix 4B

Needs of Children Action Plan – Defining the Audience

Needs of Children – Action Plan Checklist

Category	Specific Description	Strategy 1	Strategy 2	Self-assessment
Physical Needs				
Emotional Safety Needs				
Social Needs				
Learning Style Needs				

Examples of descriptions to direct brainstorming (Activity 4.1.4)

Physical Needs:	- Need for nutrition break, if applicable - Need for washroom break, if applicable - Need to be active
Emotional Safety Needs:	- Understanding that all topics must be suitable to age - Understanding the need to create a sense of safety for children
Social Needs:	- Identify the presentation form appropriate to child's age - Need to make content relevant to children's lives
Learning Style Needs:	- Understanding the development stage of the children - Consideration of general attention span of age group - Need to allow children to ask questions and tell own stories

Appendix 4C

Teacher Side

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Demonstrates knowledge of the purpose and characteristics of an oral story Demonstrates knowledge of the needs of children Demonstrates understanding of the hero model	- demonstrates knowledge and understanding with limited effectiveness	- demonstrates knowledge and understanding with some effectiveness	- demonstrates knowledge and understanding with considerable effectiveness	- demonstrates knowledge and understanding with high degree of effectiveness and clarity
Thinking/Inquiry Shows creativity in the presentation content and delivery	- shows limited creativity in the content and delivery	- shows some creativity in the content and delivery	- shows creativity in the content and delivery	- creativity in the content and delivery enhanced the presentation by captivating the children
Communication Communicates information clearly Engages child through clear and appropriate expression	- communicates with limited clarity- limited engagement of children.	- communicates with some clarity- some engagement of children	- communicates with suitable clarity- considerable engagement of children	- communicates with a great degree of clarity- full engagement of children
Application Applies knowledge of: • the needs of children; • how to engage children; • oral communication skills.	- limited application of the needs of children, how to engage children, and oral communication skills	- some application of the needs of children, how to engage children, and oral communication skills	- good application of the needs of children, how to engage children, and oral communication skills	- excellent application of the needs of children, how to engage children, and oral communication skills

Please copy Teacher Side for the Peer Side of the rubric and add the following cells:

Peer Comments:	Positive qualities of the presentation:	Areas for future improvement:
Group Member Names:		

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 4D

Example of a List of Gender Inclusive Language

From	To
airline steward, stewardess	flight attendant
cameraman, camera girl	camera operator
draftsman	drafter
fisherman	fisher
foreman	supervisor
gateman	gate attendant
hat-check girl	hat-check attendant
maid	house worker, domestic worker
mailman	letter carrier, mail carrier
manpower	personnel, staff, labour, human resources
newsman	reporter, journalist
repairman	repairer
salesman	sales agent, sales associate
spokesman	spokesperson, representative
watchman	guard
waitress	server, waiter
workman	worker
workmanlike	efficient, skillful

Appendix 4E

Example of Announcements and Invitations Checklist

Written Announcement/Invitation has (where applicable):	**Yes**	**No**
Clearly stated time, date, place, price, rsvp, directions, phone number		
Clearly stated reason		
Proper spelling and grammar		
A polished and professional look		
Oral Announcement / Invitation has (where applicable):		
A clear, confident voice		
Clearly stated information (time, date, place, price, rsvp, phone #, directions Or public service information that clearly explains procedures)		
Clearly stated reason		
A polished and professional sound		

Appendix 4F

Criteria for Developing and Presenting Logical Argument

- Has logical order (beginning, middle, end)
- States stance on issue and outlines key points
- Main point is clear and thoughtful
- Supports argument using variety of challenging, reliable and appropriate resources
- Supports argument using appropriate evidence, examples and quotations
- Clear organization of key points and supporting evidence
- Use of persuasive language, rhetorical devices
- Strongly addresses counter-argument
- Communicates strong sense of audience and purpose
- Speaks clearly and expressively
- Natural effective gestures that enhance emphasis
- Maintains eye contact
- Confident and natural posture throughout
- Excellent enunciation and pronunciation
- In command of presentation

Appendix 4G

Open Book Copyright Quiz

__1. The author of a work has no rights once he or she assigns copyright to someone else.
__2. Copyright law is governed by the Copyright Act.
__3. Copyright law does not protect computer software.
__4. A person who has the copyright to a work may reproduce the work.
__5. Copyrights can be registered at any government office.
__6. Copyrights must be in writing to be valid.
__7. Copyright protects a work from being copied by others.
__8. Copyright is valid for up to a year.
__9. A copyrighted work may be reproduced without permission.
__10. An author may choose to give up their moral rights under the Copyright Act.

Answer Key 1. F, 2. T, 3. F, 4. T, 5. F, 6. T, 7. T, 8. F, 9. F, 10. T

Appendix 4H

Teacher's Guide for Debates, Assemblies, Town Hall Meetings

Forum	Definition	Structure	Roles
Debate	- formal method by which two or more present opposing arguments on an issue	- each side is given a specific amount of time (usually 2-3 min.) to present opening statements - Rounds (usually 2-3 min.) –each side presents an argument and has the opportunity for a rebuttal (a response to opposing side's argument)	Affirmative Side –side for the issue Negative Side –side against the issue Judge/Adjudicator – determines winner of debate Moderator –makes sure rules/procedures followed
Committee using consensus decision-making	- committee with a specified task, usually to make policies or decisions that will affect a larger group of people (e.g., school council deciding on a school dress code)	- usually begins by going round the table, where each member states a position, followed by identification of those things on which there is agreement, and then discussion to try to reach a decision that everyone can live with	Chairperson facilitates discussion Members – represent various stakeholder positions
Mock Parliamentary Assembly	- a type of debating where two sides can express opposing viewpoints on an issue. This type of controlled debate is used in Parliament to debate new legislation.	- prime Minister (5 min.) - crown Speaker (7 min.) - opposition Speaker (7 min) - leader of the Opposition (7 min) - see *ResourceLines*, p. 175, for details	Prime Minister – outlines stance of government Leader of the Opposition – attacks weaknesses in PM's argument and outlines position of opposition
Town Hall Meeting	- a meeting that is usually held locally to discuss a controversial issue affecting the community in an attempt to reach a resolution.	- usually organized like a panel discussion where various community members are given an opportunity to speak - sometimes a mediator or leading local politician runs the meeting	- mayor - town councillors - citizens (parents, seniors, youth) - business groups - local organizations - the Press - any other members of community affected by issue

Appendix 4I

Suggested Evaluation Rubric

Task to be evaluated

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- demonstrates limited understanding of issue	- demonstrates some understanding of issue	- demonstrates considerable understanding of issue	-demonstrates thorough understanding of issue
Thinking/Inquiry	- develops and explains argument with limited effectiveness	- develops and explains argument with some effectiveness	- develops and explains argument with considerable effectiveness	- develops and explains argument with high degree of effectiveness and clarity
Thinking/Inquiry (add this row to the rubric if used in 4.4)	- uses problem solving skills with limited effectiveness	- uses problem solving skills with some effectiveness	-uses problem solving skills with considerable effectiveness	- uses problem solving skills with a high degree of effectiveness
Communication	- communicates with limited sense of audience and purpose	- communicates with some sense of audience and purpose	- communicates with clear sense audience and purpose	- communicates with strong sense of audience and purpose
Application	- uses limited gestures	- uses some appropriate gestures	- uses appropriate gestures effectively	- uses natural effective gestures

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 4J

An Example of a Mastery Skills Checklist for Presentations

Mastery Skills for Effective Presentations

NW - Needs Work
G – Good
E – Excellent

Responds to problem well	NW	G	E
Responds clearly to teacher/class question	NW	G	E
Clear, engaging voice	NW	G	E
Eye contact	NW	G	E
Confident, appropriate body language	NW	G	E
Does not read from page	NW	G	E
Effectively enhances presentation	NW	G	E
Uses variety of technology	NW	G	E
Appropriate vocabulary	NW	G	E
Uses inclusive, nondiscriminatory language	NW	G	E
Keeps attention of audience	NW	G	E
Avoids verbal tics (um, uh, like)	NW	G	E
Organization	NW	G	E
Does not fidget	NW	G	E
Clear beginning	NW	G	E
Clear middle	NW	G	E
Clear ending	NW	G	E
Adapts to needs of audience	NW	G	E

Three areas I need to work on and how to improve them: